



Believe. Achieve. Succeed Together.

**Iver Village Junior School**  
**Special Educational Needs and**  
**Disability Policy**

Article 28

Every child has the right to an education

Article 23

A child with a disability has the right to live a full and decent life – Government must do all they can to provide support

Review Date	Reviewed by	Changes
August 2019	S Chapman-Allen	No change
August 2020	S Chapman-Allen	No change
August 2021	S Chapman-Allen	Updated to describe areas in more detail.
August 2022	S Chapman-Allen	No Change
August 203	S Chapman-Allen	Changed IEPs to APDRs

### **Our Mission Statement:**

At IVJS our vision is to create a secure and stimulating learning environment where all achievement is valued and celebrated. We set high standards of learning where children will be valued for their individuality, culture, neurotype and heritage.

We believe that the school has a central role in the children's social, moral and well-being development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's ability to develop and grow into positive members of society.

At IVJS our aim is to help all children to develop their knowledge, skills, qualities, attributes and attitudes in order to become life-long learners.

### **This policy is to clarify for all at The Iver Village Junior School:**

Methods and procedures for ensuring good practice in Special Educational Needs and Disability (SEND)

Expectations of both staff and pupils in the teaching and learning of pupils with SEND

It is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014.
- SEND Code of Practice 0-25 (DFE/Draft 2015)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEND Information report regulations 2014.
- Teachers standards 2012

### **The Aim of SEND Provision:**

All children have a right to fulfil their potential. In order to achieve this, a variety of methods may be adopted to remove any barriers to learning and further the child's progress. It is important for all children to feel part of the school community and their class as all teachers are teachers of SEND. We operate many different types of support, including in class, small teaching groups and one-to-one sessions which enable all pupils to feel engaged with the curriculum, appropriate to their needs. In this way, all pupils feel included in the school.

Objectives to achieve this aim:

- Work within the guidance provided in the SEND code of practice 0-25 years (January 2014)
- Operate a 'whole pupil', 'whole school' approach to providing for all children
- Ensure all children have equal opportunities to participate in the full curriculum and general life of the school and have their successes equally celebrated.
- Ensure Quality First Teaching, with appropriate differentiation, is a priority in all classes.

- Identify barriers to learning as early as possible and take appropriate action quickly.
- Provide appropriate support, advice and training for all staff working with pupils with SEND.
- Work collaboratively as a team, taking all views into account, including those of the child, parents, SENDCo, teachers, learning support assistants (LSA's) and any other professional involved. We acknowledge that significant proportion of children will have special educational needs at some time in their school career. Many of these children may require help throughout their time in school. Whilst others may need a little extra support for a short period, to help overcome more temporary needs.

### **What is SEND?**

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of school age has a learning

difficulty if they:

1) Have a **significantly greater difficulty** in learning than the majority of others of the same age;

or

2) Have a **disability** which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

### **What is disabled?**

Many children and young people who have SEN may have a disability under the Equality Act 2010 -

that is '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'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

There are 4 main categories of SEN:

#### **- Communication and Interaction**

Children with speech, language and communication needs (SLCN). These children may have difficulty:

- Saying what they want to
- Understanding what is being said
- Not understanding or using social cues of communication
- They also may be autistic

## - **Cognition and Learning**

Children who are learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD) - likely to need support in all areas of the curriculum
- Profound and multiple learning difficulties (PMLD) - severe and complex learning difficulties as well as physical or sensory impairment
- Specific learning difficulty (SpLD), including dyslexia, dyscalculia and dyspraxia

## - **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties, They may be:

- Withdrawn or isolated;
- Displaying challenging, disruptive or disturbing behavior;
- Experiencing anxiety or depression. Self-harming or substance misuse;
- Eating disorders, physical symptoms that are not medically explained;
- Disorders in attention deficit (ADD), attention deficit hyperactivity (ADHD) or attachment disorder (AD).

## - **Sensory and/or physical needs**

Children who require special educational provision because they have a disability. These difficulties can be age related and may fluctuate over time:

- Vision impairment (VI);
- Hearing impairment (HI);
- Multi-sensory impairment (MSI) - could be vision and hearing;
- Physical disability (PD) - additional ongoing support and equipment access

It is important to note that the purpose of identification is to work out what action the school needs to take, not to fit a child into a category; but to help the school, and other professionals, decide what actions needs to be taken to provide appropriate support for that child

## **Local Offer**

The SEND Local Offer is a resource which is designed to support children with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Buckinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Objectives:**

- Ensure all pupils have access to the full National Curriculum
- Ensure appropriate targets are set ('SMART')
- Advise and equip teachers to deliver a highly differentiated curriculum, matched to the needs of their pupils through professional development (and resources)
- Ensure accurate records are kept for each child with SEND which are passed between teachers and future schools
- Make appropriate provision to overcome barriers to learning
- Develop their social and emotional needs
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- Create a school environment where pupils can contribute to their own learning

### **Role of the SENDCO (Graduated Approach)**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. 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. (Code of Practice 2014.)

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's Individual Education Plan and provision map. This process will happen termly in line with the assessment and monitoring policy.

### **Assess**

In identifying a child as needing SEND support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will be based on routine formal and informal teacher assessment, teachers' experience of the pupil, previous progress and attainment, the views and experience of parents, the pupil's own views, and, if relevant, advice from external support services.

### **Plan**

If it is decided that SEND provision is necessary, the pupil will be formally recorded on the SEND register and a SEND support plan will be drawn up, based on the assessments and views of all those cited above. The support plan, will clearly state the teaching strategies, interventions and/or adjustments which will be put into place, alongside the outcomes for the child. This will be shared with the parents and child, as well as, all teaching, specialist and support staff involved. When, a child is identified as having a 'barrier to learning' and their

progress is not in line with their peers or age/stage expectations, 'quality first teaching' (i.e. teaching by the class teacher in the classroom) with differentiated teaching/tasks for the individual child, is the first step in responding to the SEND. In other words, high quality classroom teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

## **Do**

The plan is put into action. The class teacher remains responsible and accountable for working with the child on a daily basis. Where the interventions or support strategies involve group or one to one teaching away from the main class, they still retain responsibility for the pupil; working closely with any LSA's or specialist staff, to ensure support and interventions are carried out effectively and linked to classroom teaching. It is also expected that, where appropriate, parents will become involved in reinforcing and/or contributing to progress towards the stated outcomes at home.

## **Review**

The effectiveness of the support strategies and/or interventions is measured against the desired outcomes set at the planning stage and documented on the support plan. This is shared with the child and parents. It then feeds back into an analyses of the pupil's current needs so a new cycle of 'Assess, Plan, Do and Review' begins.

## **Identification:**

- On entry to school, all children are assessed. This can be used to determine any Special Educational Need.
- Throughout the school, children are regularly assessed and targets set accordingly
- Three times a year reading, writing and math's assessments take place - these inform us of how much progress the child has made in relation to the National Expectations.
- Standardised testing is used to provide a more detailed assessment in Reading, Writing and Numeracy where a concern is highlighted by the class teacher/assessments/SENCo/parent
- Teachers monitor children's progress through marking their work and discuss any concerns over lack of progress or particular difficulties with the Inclusion Coordinator (InCo) as they arise
- If any pupils are falling significantly below the expected academic achievement they will be closely monitored in order to assess their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupils progress
- The INCO may wish to observe the child in class
- For more detailed assessment of learning skills, the Inclusion Coordinator will conduct a 1-1 assessment using WRAT4 (Wide Range Achievement Test) , BPVS (British Picture Vocabulary Scale), reading age, spelling age or vocabulary age.
- For Speech and Language Difficulties the InCo may refer pupils to the Speech and Language Therapy service for further advice and support
- For fine and gross motor difficulties the InCo may refer pupils to the Occupational Therapy service for advice and support.
- For behaviour, social or emotional difficulties the InCo may refer pupils to CAMHs (Child and Adolescent Mental Health Services) or PRU (Pupil Referral Unit) for support or the School Nurse.
- Parents evenings are used to monitor and assess the progress being made by children

*Teachers are responsible and accountable for the progress and development of the pupils in their class, involving where pupils access support from Teacher Assistants or Specialist Staff (Code of Practice 2014)*

Hugh quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. (Additional intervention and support cannot compensate for a lack of good quality teaching.) At Iver Village Junior School, the quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. This includes reviewing and, where necessary, providing training to improve, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEND most frequently encountered.

### **Provision Maps**

These are our way of mapping out how we support the needs of **all** our children. Our maps cater for all the children on our SEND list, register of concern, EAL and AG&T list.

*Provision mapping ensures that the school can analyse the provision that is in place, evaluate the effectiveness of this provision and check we are meeting all the children's needs.*

### **Allocation of resources:**

Following the new SEN Code of Practice (2014) and the enactment of the Children and Families Bill (2014) children are allocated support depending on need. School can provide up to 13  $\frac{1}{2}$  hours of support/provision for a child. This is categorised as follows:

### **SEND Support**

Where it is determined that a pupil has SEN, parents will be advised of this and they will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. A child with SEN will then have a SEN Support Plan and or an APDR. These children require support additional to or different from that which the school is normally able to offer, for example, additional teacher time, physiotherapy, Speech and Language Therapy, Educational Psychologist input or Occupational Therapy.

### **High Needs Funding**

This is where the LA has issued the school with further funding to support children with specific difficulties that require additional support that is over and above the standard teaching and learning available within the school/setting. This additional support is to enable the pupil's access to the curriculum.

### **Education, Health Care Plans**

If a child has significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of needs are such that a multi-agency approach is needed to assess, plan and provide provision and identify appropriate resources.

An Education, health Care Plan of Special Needs, details specific areas of difficulties with an allocation of resources to meet these needs beyond what the school can offer. These must give quantifiable levels of support; that is, how many hours of specialist teacher or LSA time the child

is to receive. This funding is directly received from the LA and allocated appropriately (school do pay for the first 13 ½ hours of support).

### **APDRS**

These are a means of planning, recording and reviewing the individual targets set for pupils who have an Education, Health Care plan, SEN Support Plan or who are receiving additional support provide for by the school. APDRs list the child's targets and the methods used to achieve each target. APDRs are reviewed every term and new targets written and future action taken.

### **Pupil Involvement**

All pupils are aware of their targets as these are displayed in the classroom and regularly referred to. They may be displayed on the desks, in books or on the wall. Pupils are asked to comment on the progress they have made with these targets. Pupils are also encouraged to attend the parent consultation meetings; their views are gathered and they sign the parent form to show their attendance. Where a child has an Education, Health Care plan or SEN Support Plan, in preparation for the Annual Review/meeting, pupils' views are gathered ready to share. Pupils with an Education, Health Care Plan also attend all/part of their Annual Review meeting, where appropriate.

### **Parental Involvement**

Parents are always able to make an appointment to see either the class teacher or the SENDCo to discuss their child's SEN. Parent Consultation Evenings are held twice a year with all parent's being invited. The IEP/Support Plan is shared with the parent at parent's evening for them to comment on, add to and sign

Where a child has an Education, Health Care Plan, in preparation for the Annual Review, parents are asked for written feedback 8 weeks prior to the Review meeting.

Iver Village Junior School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

## **All teachers are teachers of pupils with special needs**

### **Supporting Pupils at school with Medical Conditions**

Iver Village Junior School recognises that pupils at school with medical conditions should be properly supported, so that their access to education, including school trips and physical education, is a full as possible.

For children with medical conditions and SEND, the SEND Code of Practice (2015) will be followed.

For children with medical conditions and a disability, the school will also comply with its duties under the Equality Act 2010.



All pupils with an additional medical need will have a Health Care Plan drawn up in consultation with parents/careers and, if appropriate, a health professional; to ensure appropriate support is in place. This is shared with all staff who are involved with the pupil.

### **Monitoring and Evaluation of SEND**

SEND provision is evaluated on an ongoing basis and adjusted as required. This is done by:

- Classroom planning and practices being monitored by the SLT, SENDCO and subject coordinators
- Analyzing pupil tracking data
- Provision mapping
- Reviewing the achievement, or otherwise, of long and short outcomes set for individual pupils
- Meetings with parents, staff and other professionals
- Termly monitoring of procedures and practice by the SEND governors
- Annual school self-evaluation process
- Local authority visits, training and meetings
- Feedback from inspections

### **Professional Development**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. This is achieved through:

- The SENDCO attending relevant courses
- Staff are supported by the SENDCO to meet the needs of SEN pupils in the class
- Staff are regularly updated on SEN Developments by the SENDCO
- Staff are offered training on specific needs as appropriate to the pupils in their class

### **Admissions**

No pupil will be discriminated against on the grounds of Special Educational Needs or Disability

All applicants will be considered fairly through observations of child, discussions with parents and other professionals working with the child.

### **Roles and Responsibilities**

The Governing Body is responsible for:

- Appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEND and disability
- Ensuring that there is a qualified teacher designated as SENDCO for the school
- Taking accounts of pupils with SEND when planning all matters for the school as a whole;
- Working with the Head teacher and SENDCO to determine the school's general policy and approach to provision for children with SEND, and ensuring that appropriate staffing and funding arrangements are put in place;
- Ensuring that the procedures for monitoring all children are consistently applied, to ensure early identification of SEND and the provision of support for children who require it;
- Ensuring that information is published, and updated annually, on the school website, about the implementation of school policy for pupils with SEND.

The SENDCO is responsible for:

- Working with teachers to ensure the day-to-day implementation of the SEND policy;
- Liaising with and advising teachers and support staff;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Arranging relevant specialist training for teaching and support staff, and ensuring information is disseminated as appropriate;
- Liaising with specialist agencies to arrange assessments, advice and support programs, and ensuring that they are appropriately implemented;
- Attending appropriate training and local liaison meetings to support the role, and disseminating relevant knowledge to staff;
- Liaising with the SLT about support needs within year groups, to aid the appropriate deployment of LSAs;
- Ensuring individual provision and progress is appropriately monitored and used to inform future planning;
- Monitor provision and progress across the school, and using it to inform the SEND development plan;
- Ensuring there are appropriate resources for children with SEND and that they are properly used;
- Working closely with the nominated SEND Governor

Class teachers are responsible for:

- The progress of all pupils in their class, including those with SEND;
- Including SEND pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes with SEND;
- Liaising with the SENDCO as necessary to obtain advice and strategies to support learning and inclusion in the classroom
- Monitoring and tracking all pupil's progress to assist the early identification of learning difficulties, and alerting parents at the earliest opportunity of their concerns to enlist active help and participation;
- Feeding back to parents how a child is progressing towards their SEND learning outcomes;
- The day to day operations and management of interventions for children with SEND in their class.

Learning Support Assistants are responsible for:

- Supporting pupils' individual needs, as directed;
- Helping with the inclusion of pupils with SEND within the class
- Implementing and managing the differentiated programs prepared by the teachers/SENDCo;
- Monitoring and feeding back progress to teachers/SENDCos on pupils' responses to tasks and strategies;
- Ensuring that learning support aids and programs provided are utilized appropriately;
- Contributing to reviewing and planning for children with SEND, including SEND Support Plans and annual reviews.

### **Reviewing the Policy**

This policy has been updated in line with the 2015 Special Educational Needs and Disabilities Code of Practice: 0-25 years. It will be reviewed annually by the SENDCo and SLT, and approved by the Governing Board.



