



SEND Policy 2021/22

This policy is applicable to: Pocklington Community Junior School, as part of the Wolds Learning Partnership (WLP)

Version 5.0

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Name of Responsible Committee/Individual:	Board of Governors
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Target Audience:	Staff, Parents, Pupils, Visitors

A Policy to promote the successful inclusion of pupils with Special Educational Needs and Disabilities at Pocklington Community Junior School.



Staff and Contact Details

Staff Role	Name and contact details
Special Educational Needs Coordinator (SENDCO) and Designated Teacher for Pupils in Local Authority Care.	Mrs Aimee Cave 01759 -302224 aimee.cave@pocklingtonjuniors.co.uk
Head of School and Safeguarding Lead	Mrs. Sarah Carlisle 01759 -302224 sarah.carlisle@pocklingtonjuniors.co.uk
Link Governor for SEND	Mrs Sandra Burley Contactable via the school telephone number

Our beliefs and values

Pocklington Community Junior School is part of the Wolds Learning Partnership, which caters for children with a wide range of Special Educational Needs and Disabilities (SEND). The School aims to be a happy, caring, creative learning community in which all members are nurtured and aspire to be the best they can be.

We have a whole-school approach to meeting SEND; every teacher at Pocklington Community Junior School is a teacher of children with SEND, and is responsible for the progress and development of all children in their classes.

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

Code of Practice 1.24

This policy has been developed in response to the SEND Code of Practice (June 2014, which became statutory in September 2014, most recent version printed in 2015) in consultation with the Local Authority and the following stakeholders: School Staff and Governors. It will be reviewed annually.

Our aims

We aim to raise the aspirations of, and expectations for, all children with SEND. Through our best endeavours we seek to focus on outcomes for children and provide effective provision and support which respond to their individual learning needs and enable them to overcome their barriers to learning.

This Policy builds on our School Equality and Objectives Policy and our Accessibility Plan, which recognises the entitlement of all children to a balanced, broadly-based curriculum.



Our objectives

- To accurately identify children with special educational needs and disabilities and ensure that their needs are met as early as possible in their schooling.
- To ensure that all children have access to a broad and balanced curriculum.
- To provide a differentiated curriculum, appropriate to the individual's needs and abilities.
- To ensure that children with SEND take as full a part as possible in all school activities.
- To ensure that parents and those with parental responsibility are informed about their child's special educational needs and that there is effective communication between them and the school.
- To ensure that children with SEND are involved, where practicable, in decisions affecting their future SEND provision.
- To support individual staff and middle leaders in meeting special educational needs and disabilities within the school.
- To promote effective partnerships and involve outside agencies when appropriate.
- To plan, monitor and evaluate appropriate targets for meeting individual needs, taking input from relevant school staff, support services and both the child and their parents.
- Provide CPD opportunities for all staff in relation to SEND to ensure good practice.

Roles and Responsibilities

The Governing Body

The Governing Body's responsibilities to children with SEND include:

- Ensuring that provision of a high standard is made for children with SEND.
- Ensuring that children with SEND are fully involved in school activities.
- Ensuring that the school meets its obligation regarding publication of the SEND Information Report, Local Offer and SEND Policy.

Headteacher

The head teacher holds overall responsibility for children with SEND. They will:

- Allocate SEND budget allocation
- Inform governors of SEND procedures and provision within the school
- Ensure parents are informed about SEND provision in the school and SEND provision for their child.

SEND Coordinator

The SEND coordinator (SENDCO) will:

- Manage the implementation of this policy, the Code of Practice, disability legislation and any other relevant legislation in school.
- Advise and assist staff and parents of children identified as having special educational needs or disabilities.
- Maintain records identifying all those children assessed by the school as having special educational needs or disabilities. A list of children with medical needs is produced by the school office.
- Analyse needs using test results and assessments and monitor children's progress in consultation with class teachers.
- Produce the provision map (alongside the class teachers and relevant support staff).
- Evaluate the provision by monitoring lessons/interventions, discussions with pupils/staff and the completion of the impact of interventions on the provision map.
- Lead development of the school's SEND provision through action planning.



- Lead and manage the Teaching Assistants, completing annual informal performance management reviews.
- Attend training for their own professional development and feed back to staff where appropriate.
- Arrange training for school staff in regard to SEND, based on need.

Class Teacher

Each teacher will:

- Deliver Quality First Teaching to all children.
- Initially identify difficulties and any possible disabilities for children in their class.
- Communicate and liaise with parents.
- Discuss targets and provision provided with parents.
- Set targets for children requiring Special Education Needs Support in School (SENSS) and regularly monitor and evaluate these using teacher and TA evidence. They will also track and set provision for SENSS children.
- Involve children in target setting and encourage independence in achievement of these targets.
- Track pupils to ensure interventions are making a difference (feeding this information into the impact of intervention provision map).
- Support the referral process to other professionals and work with these professionals to ensure no barriers prevent a child from achieving their potential.
- Attend training, where appropriate, to further support their teaching of children with SEND.

Teaching Assistants

- Support children's access to the curriculum within class.
- Implement interventions as guided by class teacher or SENDCO.
- Measure the impact of interventions that they deliver to ensure children are making progress.
- Work alongside the class teacher to develop interventions that effective and appropriate for the needs of the children.
- Attend training, where appropriate, to further support their teaching of children with SEND.

Identification of Special Educational Needs

Definition of SEND

“A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010. Where a young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEND planning and review.”

CoP 2014

Under the **Code of Practice** there are 4 broad areas of need:

- Communication and interaction
 - Speech, Language and Communication needs (SLCN)
 - ASD including Asperger's Syndrome and Autism (ASD)



- Cognition and learning
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulties (SpLD) which may include dyslexia, dyscalculia and dyspraxia
- Social, emotional and mental health difficulties
 - Social interaction
 - Emotional regulation
 - Mental health needs
 - Attachment difficulties
- Sensory and/or physical needs
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-sensory impairment (MSI)
 - Physical Disability (PD)

A graduated approach to SEND support

Where a concern is raised about a child, the first step is for the subject teacher to assess the child's needs in that area and create an appropriate plan of action. This may be done in consultation with the SENDCO. The plan should be implemented in the classroom over a finite period of time, at which point, progress will be reviewed. The teacher's response to the initial concern should adhere to the following structure:

- Assess
- Plan
- Do
- Review

Through Quality First Teaching, the expectation is that most issues can be resolved by the teacher applying appropriate support strategies in consultation with colleagues, as appropriate. If the concern remains unresolved, then the class teacher will seek the advice of the SENDCO, who will work collaboratively with the teacher to explore other forms of support.

As a school, we offer core support for children in literacy, numeracy and in pastoral care, through quality first teaching, in-class support and small group interventions. We expect these to reduce barriers to learning in most cases. The Code of Practice (2015) states that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. If this is the case, special educational provision must be put in place which is additional to, or otherwise different from, that made generally for children of their age in schools.

Children identified as having a SEND fall into one of two categories:

1. SEND Support

- These are children requiring further intervention and /or assessment and will benefit from Pocklington Community Junior School's additional offer. This could include: mentoring, out of class interventions, access arrangements for tests, 1-1 support from specialists or bespoke learning packages.

2. Education Health Care Plans (EHCPs)

- A minority of children will have an Education, Health and Care Plan (EHCP) which sets out the need and the arrangements required to support that child in school.



SEND Provision

On entry to the school, each child's attainment will be assessed in order to ensure continuity of learning from the infant school, or transfer from another school. For children with identified SEND; the SENDCO and Class Teachers will:

- Use information from the previous school to shape the pupil's provision in the first few months.
- Identify the pupil's skills and note areas that require support.
- Ensure on-going observations and assessments provide regular feedback on achievements and experiences, in order to plan next steps in learning.
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subject areas and participate in the wider school community.
- Involve pupils in planning/agreeing their own targets.
- Involve parents in a Home-School learning approach.

The range of provision

Provision may vary according to need and the expertise available. The main methods of provision made by the school are:

- Classroom learning with additional help and support by teachers through a differentiated curriculum (Quality First Teaching).
- Periods of withdrawal to work with the SENDCO, ELSA or Teaching Assistants to address a specific need.
- In-class support from an additional adult
- Support from specialists within class or as part of a withdrawal programme.
- Use of different equipment to adapt and support learning.

Managing children's needs on the Additional Needs Register

Information about children with additional needs is held centrally, is updated regularly and is available to all staff.

Advice about children and strategies regarding how to overcome barriers to learning, is shared with staff. This includes information about individual children and group strategies for SEND.

All children's progress is monitored at least termly, and this is shared with parents through the school's reporting procedures. The data is analysed by the Senior Leadership Team and the progress of children with additional needs is monitored and analysed by the SENDCO. The work of any pupil who is failing to make expected levels of progress is investigated and interventions are considered. These interventions could take many forms; from mentoring to specific 1-1 support.

Interventions are monitored to ensure that they are appropriate and effective.

The school offers support at 3 levels:

1. Core Support

This may include:

- Differentiation in the classroom – in terms of planning/ work / delivery/ quality first teaching
- In class support by additional adults
- Screening for access arrangements in formal examinations (SATs)
- Drop-in facilities such as: pastoral support
- Visual aids/overlays/equipment



2. School Support

This may include:

- Detailed and specific assessments to identify a pupil's learning profile
- Time-limited additional interventions
- Key Worker support
- Targeted individual, 1:2 or small group teaching and /or monitoring by SENDCO or specialist TA
- At the end of an intervention period, progress is assessed, and the decision is taken as to whether more support is needed or not. This may result in another intervention being implemented or the student being removed from School Support. Pupils will be monitored to ensure continued progress.

Should additional professional advice be required, we have access to the following teams who have regular contact in school:

- Youth and Family Support Service (YFS), Information, Advice and Guidance (IAG) and generic.
- Children's Centre
- Educational Welfare Officer (EWO)
- SEND Team at the East Riding Local Authority
- FISH

3. Referrals can also be made to these outside agencies:

- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy Service
- Sensory and Physical Teaching Service (SaPTS)
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- Parent Support Service
- Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) via Families Information Service Hub (FISH)

Support Plans and Provision Mapping

We devise a provision map which is continuously updated. This records all additional provision made. The impact of this provision is evaluated on at least a termly basis by the adults running the intervention with support from the SENDCO. Progress is measured by comparing children's attainment at the beginning of the intervention (baseline test) and at the end, standardised scores, using the progress shown from our tracking system or individualised child progress personal to them. Changes are made to the interventions and the children attending following this.

All SENSS children and children with EHCPs have a Support Plan which holds information specific to that child and how to support them. It also has Small Steps documents for Reading, Writing and Maths which sets personalised individual targets, based on that child's gaps in learning. This is for most SEND pupils, regardless of area of need, in order to ensure that no gaps are missed. Other targets are then put in place for any needs above and beyond these. These are shared with parents and all professionals working with the child. They are evaluated and updated on a regular basis.



Education, Health and Care Plans (EHCP)

Children with the most complex needs may have an Education, Health and Care Plan. Each involve the support of outside expertise and agencies. Children's progress is monitored closely, as above, and Annual Reviews are also held. These children will also still have a support plan, as per the SENSS children.

Supporting pupils and families

The Local Authority offers further support and guidance to families of pupils with additional needs; this can be accessed through the East Riding Local Offer website www.eastridinglocaloffer.org.uk

Details of the Pocklington Community Junior School Local Offer and SEND Information Report are available on the school website.

SATs

At the end of KS2, all children are screened to establish if there is a need for additional support to access their SATs. Further assessments may take place, and information is gathered, to determine whether an individual meets the criteria set annually by the DFE. If this is so, then an arrangements are made for this.

Transition

Transition arrangements for children moving to and from Pocklington Community Junior School include:

- A programme of transition activities for all children in Year 6 moving up to Woldgate School and other secondary schools.
- The SENDCO liaises with the SENDCO from the infant school and Woldgate School to discuss transition for children with SEND.
- The SENDCO attends any review meetings for children with SEND in the year before they attend Pocklington Community Junior School.
- Pocklington Community Junior School is part of the Wolds Learning Partnership. Information is shared between schools and any extra transition arrangements for children with additional needs are planned. These can be tailored to meet the needs of the individual children and their families.

Supporting children at school with medical conditions¹

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some young people 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 may also have special educational needs or disabilities (SEND) and may have an Education, Health and Care Plan, (EHCP), which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed in such instances.

The school recognises the importance of liaising and taking advice from relevant healthcare professionals and values the views of parents and children. If an Individual Care Plan is deemed necessary, it will be planned in consultation with healthcare professionals, children and parents.

Monitoring and Evaluating SEND

In addition to informal monitoring on a daily basis, through observations of performance and behaviour by all teachers, Senior Leaders monitor pupil progress through the following: learning walks, pupil monitoring,

¹ Department for Education - Supporting pupils at school with medical conditions – April 2014



book trawls and observations. Progress is monitored in each subject through assessments and reviews. Data is analysed carefully and any child not making the expected rate of progress will be identified. Discussions between the SENDCO and other members of staff, such as Teaching Assistants, Class Teachers and Subject Leaders take place and actions are planned to improve progress and further address any barriers to learning.

Multi-agency meetings are held, to discuss the needs of children who are causing concern; strategies follow which are aimed at reducing barriers. Parental consent is obtained before the needs of the individuals are discussed. Information, concerns and strategies are recorded and shared with staff, as appropriate.

Additional monitoring assessments take place throughout the year, and these are conducted by the SENDCO for children who have been having support which is additional to, or different from, that normally provided. These assessments focus on any barriers to learning which have been previously identified, such as literacy, numeracy, social and emotional health etc, and review progress in these areas.

Any child with an EHCP has a formal Annual Review Meeting in which progress is discussed and targets are set for the next academic year. Parents, and all professionals involved, are invited to attend and contribute, along with the child.

The school evaluates the effectiveness of its provision for children with SEND by:

- Comparing baseline assessments with rates of progress against targets and final assessments
- Measuring improvement in skills being developed through the use of standardised testing. For example: reading and spelling accuracy, comprehension accuracy and speed, writing speed and computation skills.
- Measuring impact on progress in the classroom. For example: by examining progress in literacy and/or maths through the use of assessment data, making observations of performance and/or behaviour, pupil monitoring, through learning walks or book trawls, and through liaison with subject teachers.
- Discussing progress with children themselves, giving them the opportunity to make choices and to understand that their views matter.
- Looking at progress that is not academic, but is relevant to the individual child.
- Welcoming parental feedback.
- Gathering information, which in turn, informs future provision and practice in order to further improve outcomes for pupils.

Training and Resources

The school aims to regularly update the training needs of all staff in relation to Special Educational Needs and Disabilities through both internal Continuing Professional Development and external training opportunities, to ensure that the needs of children are met.

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

The SENDCO regularly attends network meetings in order to keep up to date with local and national initiatives in SEND. The SENDCO also undertakes regular CPD to keep abreast of developments in SEND provision.

Admission arrangements

Our school strives to be a fully inclusive school. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children receiving SEND Support and those with EHCPs.



Accessibility

The school ensures that reasonable adjustments are made to both the academic and pastoral needs of pupils and students with SEND, so allowing them to develop their skills, achieve their potential and prepare for the future.

The school responds to the learning needs of pupils and students with SEND by:

- Making changes to the curriculum
- Making adaptations to the learning environment
- Providing small group and one to one interventions, in-class support and/or differentiation

Most areas of the school are accessible for all. There are also accessible toilets on site. Adjustments are made to individual timetables to ensure pupils with SEND are able to access their lessons and have sufficient time to move safely around the site. Please see our Accessibility Plan for further information.

Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through the school's complaints policy which is outlined on the school website.

Please also see:

- SEND Information Report
- Pocklington Community Junior School Local Offer
- Local Authority (East Riding) Local Offer

Aimee Cave

Review Date: September 2022