



Granby Junior School
Heanor Road
Ilkeston
DE7 8DX

Special Educational Needs and Disability (SEND) Policy 2021

Review Date	Approved by	Governor Minute Reference
February 2020	Governors	FGB/12/09.20
June 2021	Governors	FGB/10/06.21

Granby Junior School

Special Educational Needs and Disability (SEND) Policy

This policy has been written to comply with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014), is also linked to behaviour, anti-bullying and medical policies and with reference to the following additional guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created in liaison with Granby Junior School's (SLT) Senior Leadership Team, the Governors and Chair of Governors. The SEND information report is available on our school website.

Granby Junior School's SENDCO is **Caroline McCondach**, SEN Governor and Chair of Governors is Kate Kells, Head Teacher is Caroline Rees and the Deputy Head is Linda Lilley. Contact is available through enquiries@granby.derbyshire.sch.uk or Tel 0115 932 2424.

Granby Junior School is an inclusive school. We work within the Local Authority Offer which can be found at <http://localoffer.derbyshire.gov.uk/> and we follow the Revised Code of Practice (2014) guidelines. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Granby Junior School seeks to educate children for life by “creating a secure, happy, caring and positive learning environment within which all our children can celebrate success and achieve their full potential”.

We are committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

Defining SEN

The 2014 SEND Code of Practice says that:

‘A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. ‘

Taken from 2014 SEND Code of Practice: 0 to 25 Years– Introduction xiii and xiv

The children receive Quality First Teaching (Wave 1 provision) in the classroom, but from time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work (addressed through Wave 2 provision). If a child’s needs persist, then the child may be identified as having special educational needs (SEN). This will be after consultation with parents/carers, the child (if appropriate) and the class teacher. Following this the child will be placed on the SEND support register and be supported through Wave 3 provision.

At Granby Junior School, our definition of SEND is “Any child who receives any support which is additional to or different from everyday practice and/or receives support from outside agencies”.

Aim

We aim to raise the aspirations and expectations for all pupils with SEN. To do this, we will focus on outcomes for children and not just focus on hours of provision or support.

Our objectives are:

1. To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
2. To identify and provide for pupils who have special educational needs and or disabilities;
3. To work within the guidance provided in the SEND Code of Practice, 2014;
4. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs so that all children can participate fully and effectively;
5. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy;
6. To provide support and advice for all staff working with special educational needs pupils;
7. To work in partnership with parents and carers;
8. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND and
9. To work closely with external support agencies, where appropriate, to support the need of individual pupils

Identifying Special Educational Needs

The SEND Code of Practice 2014 states that “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.” It continues to state that special educational needs fall under four broad areas of need:

- Communication and Interaction (including speech and language difficulties, Autistic spectrum disorder, Asperger’s syndrome and language disorders)
- Cognition and Learning (including moderate, severe and profound learning difficulties, global developmental delay and specific learning difficulties such as dyslexia or dyspraxia)
- Social, emotional and mental health (including attachment disorder and attention deficit (hyperactivity) disorder, emotional and mental health difficulties)
- Sensory and/or physical (including visual impairment, hearing impairment or physical disability)

As a school we will endeavour to identify a child’s special educational need as early as possible, under the four broad areas of need (mentioned above) to enable us to provide the appropriate support to meet the needs of the whole child.

- We also support pupils with a Disability or Medical Needs (including Epilepsy and Cerebral Palsy).

Granby Junior School has pupils that are either at SEND (SEN support) or have statements/ EHC Plans (Education, Health and Care Plans). All teachers expect to have children with SEND in their classes. Types of SEND which we currently have in school, during 2017-2018, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

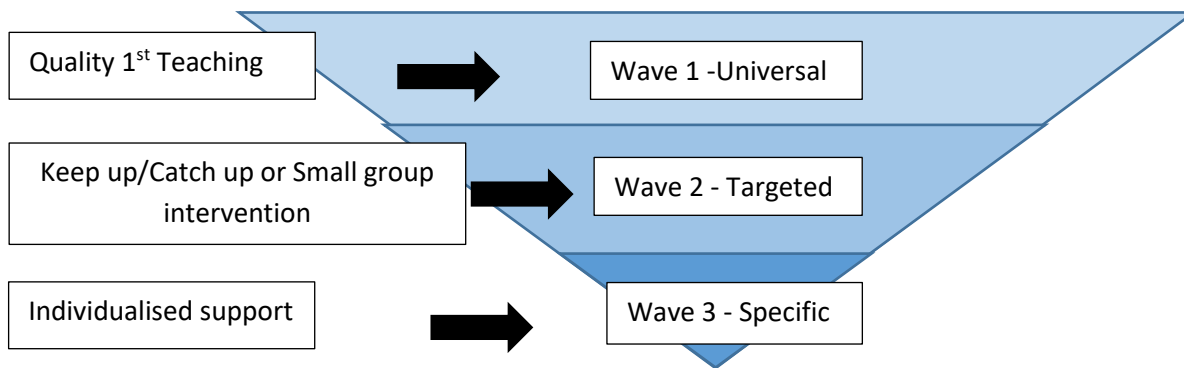
The following are *NOT SEN* but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The above groups are monitored in school by Class Teachers and Staff through **formative and summative assessments** ~~Class Track and OTrack Software.~~

Behaviour is *NOT SEN*. Any concerns relating to a child’s behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly as we know the child well.

A Graduated Response



At Granby Junior School, we believe that *Quality First Teaching* is the key to meeting the needs of most of our children. Through differentiated planning, a range of teaching methods and a good working knowledge of the children's needs, most children will make good progress. Our class teachers closely monitor the progress made by all children in their class and ask advice from the SENDCO (Special Educational Needs Co-ordinator) as soon as they have concerns about any of their pupils. Staff will fill in an Initial SEN Concern Form which they will then pass to the SENDCO.

The SENDCO may then suggest activities such as small group work or special programmes (interventions) to help the child. Examples of such groups in school are; Success @ Arithmetic, Precision Teaching, **Thrive** and Nurture group, Snappy Lessons phonics and Lexia Support. At this point the child is monitored and designated as 'N' on the register.

All teachers are teachers of children with special educational needs and therefore class teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff.

If the child continues to have difficulties, as indicated by high quality formative assessments, the SENDCO and the Class Teacher would suggest additional support and /or assessments. At this point, the child may be placed on the SEN Support Register after consultation with parents/carers. Where the child presents as having higher levels of need, the school may draw on external services to provide advice, assessments and / or specialist programmes of work. Once a child has been identified as having SEN, the following steps are followed:

Step 1: Class Teacher, SENDCO and Parents/Carers make the joint decision to place the child on the SEN Support Register.

Step 2: Individual targets and strategies / interventions are identified and put into place through the My Send Learning Programme. (The child may have been given individual targets which are set by staff and parents carers in a SEN termly conversation.)

Step 3: These are reviewed at termly meetings with parents / carers, following the SEN Code of Practice 2014 format of Assess, Plan, Do and Review. External agencies may be involved for support and / or assessment where required.

Step 4: Where children have very complex needs and / or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment. (EHC plan)

Parents and the child are involved in all of the above steps as much as possible. (This often depends on the age of the child.)

Managing SEND in school – SEND Register and Provision Map

The SENDCO is responsible for keeping all records up to date and managing the SEN support register and monitoring interventions.

Children on the SEN register are classified as having SEN Support. Some children will be on the SEN register and receive SEN support for a relatively short period of time and others will remain on the register for a longer period of time. Using the Assess, Plan, Do, Review cycle, the SENDCO will continually evaluate and update the SEN register and monitor the interventions and support available to children to ensure that the SEN needs of each child are being met.

Individual targets and interventions will be updated at least three times a year. 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 pupils. The school's SENDCO regularly attends the SENDCO network meetings in order to keep up to date with local and national updates in SEND. The SENDCO supports Class Teachers to assist them in meeting the needs of the children in their class. The SENDCO and the Senior Leadership Team work closely together to ensure the needs of the children are met on a Provision Map by the class teachers as part of the termly review process, with children and parents. This will take place towards the beginning of each term during a SENDCO Drop in, Termly Meetings or Parents Evening, when parents/carers will be invited to a meeting with the class teacher and or SENDCO. If the school feel that the child no longer needs SEN support, there will be a consultation with Parents and the child will be taken off the SEN support register. The child will continue to be monitored through the rigorous assessment and monitoring that is in place for all children at Granby Junior School.

Where further support is needed

Some children will need support from outside agencies. Currently we work with a wide range of external services including:

- Educational Psychology Services (EPs)
- Autism Outreach
- Speech and Language Therapy Service (SaLT) (SL &T)
- Support Service for Special Educational Needs (SSSEN)
- Family Support Worker – Mrs M Syson
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse Team
- MHST – New initiative for Mild to moderate Mental Health Issues
- Sensory & Physical Support Service

You can find out more about local services that we use in our SEND Information Report which is found on our website. If the current support provided in school is not meeting the child's needs or they have particularly complex needs, a child may have a Statement of Special Educational Needs or an Education Health and Care Plan (EHC). The school or parents can request an assessment for an EHC plan at any time where necessary.

Supporting Pupils and Families

Families can find additional help and guidance in the schools SEND Information Report or Derbyshire's Local Offer. Please click here for details <http://localoffer.derbyshire.gov.uk/>

Children are supported through times of transition by all members of staff. The SENDCO and SEN Teaching & Learning Support Assistants will work alongside all staff to facilitate transition within school and to other settings.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please refer to our Medical Needs Policy for further details – 'Supporting pupils with medical conditions in school.'

Monitoring and Evaluation of SEND

The SEND policy will be evaluated and reviewed on an annual basis. All SEND services and provision in the school are subject to rigorous monitoring through the gathering of Parent, staff and pupil views. Governors and SLT will also monitor throughout the year. The progress of SEND children is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of the impact of interventions and provision promote an active process of continual review and improvement of provision for pupils.

Training and Resources

SEND is funded by a notional budget awarded to the school. It is therefore the responsibility of the school to meet the SEND needs of a child where possible through this funding. Where a child's needs are greater or more complex and can't be met through the notional budget, a GRIP (Gradual Response for Individual Pupils) or an EHC plan may be requested to access top up funding to support the needs of the child.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the SENDCO or by external specialists and is organised by the SENDCO or Senior Leadership Team.

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 pupils.

The school's SENDCO regularly attends the SENDCO network meetings in order to keep up to date with local and national updates in SEND.

The SENDCO meets with all Class Teachers to assist them in meeting the needs of the children in their class.

The SENDCO and the Senior Leadership Team work closely together to ensure the needs of the children are met.

Roles and Responsibilities

The Role of the SENDCO:-

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs
- Liaising with and advising all colleagues
- Overseeing and maintaining the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies
- Organising and chairing annual review meetings where appropriate
- Helping staff to identify early intervention
- Tracking pupils' progress and allocating additional support to individual or groups of pupils
- ensure that documents and records are kept and shared with staff and parents and are available where needed
- completing and maintaining the Special Educational Needs Register
- making sure relevant referrals have been made

The Role of the Class Teacher:-

- keeping an up to date one page profile of pupils with SEND in their class
- tracking pupils' progress and allocating additional support to individual or groups of pupils in their class
- Keeping up to date Provision Maps for interventions
- ensuring individual needs of SEND pupils are met through targeted intervention where necessary
- analysing and reporting on progress of pupils with SED at Pupil Performance meetings
- provide the SENDCO with a timetable of interventions that happen for their class
- Compile records of entry and exit data for all interventions
- providing quality first teaching to all pupils, including those identified as having SEN
- identifying each child's needs and levels of attainment and progress
- advising parents of any concerns
- completing an Initial Concern Form for children that they are worried about and passing it to the SENDCO
- providing reports for external specialists
- monitoring and assessing progress and maintaining appropriate records, including holding SEN conversation meetings, setting and reviewing targets and planning interventions at least three times a year.
- implementing strategies that have been suggested by external specialists
- plan and prepare work for children to enable them to access the curriculum
- ensure the delivery of the curriculum is appropriate to allow access for all children
- fulfil any other duties as required of the class teacher as stated in the SEN Code of Practice 2014

The Role of SEN Governor:-

- to liaise and support the SENDCO and Senior Leadership in the implementation of the SEN Policy and SEND Information Report.
- to develop an open dialogue between School, SENCO and Governors of any issues regarding the implementation of the SEN policy and review the monitoring procedures with the SENDCO and Senior Leadership team.

The Role of Teaching and Learning Assistants

- to support and help all children to develop independent learning skills and manage their own learning under the direction of the class teacher.

Additional Responsibilities

Person / People responsible for Safeguarding: Caroline Rees (Head Teacher) Linda Lilley (Deputy) **Caroline McCondach** (SENDCo) & Michaela Syson (Family Support Worker)

Person / People responsible for Looked After Children: Caroline Rees (Head Teacher) **Caroline McCondach** (SENDCO) & (Designated Teacher)

Person / People responsible for ensuring the medical needs of children are met: Jo Frith (Pupil Welfare Officer) and Caroline Rees (Head Teacher).

Storing and Managing Information

Granby Junior School will follow the school's information management procedures with regards to storing and managing information held about SEN. All documents regarding SEN will be stored in locked filing cabinets and on secure ICT systems within the school.

Reviewing the Policy

This policy has been written with regard to the SEN Code of Practice (July 2014). It will be reviewed annually, alongside the SEND Information Report, by the SENDCO and Senior Leadership Team and shared with all staff and governors on an annual basis.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Granby Junior School work closely with the LA to ensure that accessibility is considered in all building work. Curriculum accessibility is closely monitored and assessed by the class teachers, under the direction of the SENDCO and subject leaders. For further information please see our Accessibility Plan.

Behaviour

- At Granby Junior School our Behaviour policy aims to:
- Embed and embody Granby's Non-negotiable Behaviour Rules
- Promote a positive ethos and climate in the school
- Create a consistent environment that expects and reinforces good behaviour choices
- Value, respect and appreciate each other, irrespective of age, gender, creed or race
- Develop self-discipline, the ability to learn independently and work co-operatively and to define acceptable standards and the principles of good behaviour choices
- Foster respect for the school environment, including the building (inside and outside areas), equipment and the personal belongings of others
- Ensure that all learners have the opportunities to develop an active, personalised and independent approach to learning, through a broad, balanced and relevant curriculum
- Define acceptable standards and the principles of good behaviour choices
- Encourage consistency of response to both positive and negative behaviour choices
- Promote self-esteem and self-regulation through success, self-discipline, perseverance and positive relationships
- Ensure that the school's expectations and strategies are widely known, understood and followed
- Encourage the involvement of both home and school in the implementation of this policy. For further information please see our Behaviour Policy which includes a section on bullying.

Concerns

If you have any concerns about your child, please refer directly to your child's class teacher. They know your child the best and can usually deal with your queries. Alternatively, you can contact the SENDCO at enquiries@granby.derbyshire.sch.uk or Tel 0115 932 2424.

Complaints

If you have any complaints about this policy or SEN in general, please contact the SENDCO at enquiries@granby.derbyshire.sch.uk or telephone 0115 932 2424. Alternatively please contact the Head Teacher at enquiries@granby.derbyshire.sch.uk.

Policy updated by C McCondach, June 2021.