

Nook Lane Junior School

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) Policy 2016

This policy is written with regard to the requirements of:-

- Part 3 of the Children & Families Act 2014
- SEND Code of Practice: 0 to 25 years (updated May 2015) Part of: Schools: statutory guidance, Special educational needs and disability (SEND)
- The Special Educational Needs & Disability Regulations 2014
- The Special Educational Needs (Personal Budgets & Direct Payments) Regulations Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010 (Advice for schools DFE Feb 2013)

This policy should also be read in conjunction with the following policies/guidance:

- Positive Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy and related Sheffield Safeguarding Policies
- Child Protection Policy
- Complaints Policy
- Equality Plan & Accessibility Plan
- Teachers Standards
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

This policy was developed and co-produced with parents/carers, pupils, staff and representatives from the governing body and will be reviewed annually.

Our aims

Our aim has always been to raise the aspirations of and expectations for all pupils with SEN, not just in relation to number of hours of support or provision but in the social and emotional outcomes for the child and how they see themselves as learners, part of the school and wider community. We want all of our pupils to understand their strengths and areas to develop and reduce barriers now and for future development and success.

Objectives – how we will do this

- Identify and provide for pupils who have special educational needs, additional needs and/or a disability
- Work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy

- To provide support and advice for all staff working with pupils with special educational needs

Definition of SEN

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

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

Or

(b) 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 or mainstream post-16 institutions.

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 & Families Act 2014. We 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.

At Nook Lane we are committed to equality of opportunity and ensure that every child has equal access to all areas of school life. We believe that every child has the right to achieve his/her full potential. We are an inclusive school. We aim to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. The purpose of early identification is to work out what action we need to take to support a child, not to fit a child into a category.

At Nook Lane Junior School we can make provision for every kind of frequently occurring special educational need without an Education Health Care Plan.

For example – dyslexia (Specific learning disability), dyspraxia, speech and language needs, social communication needs, autism, learning difficulties and emotional/mental health needs.

There are other kinds of special needs which do not occur as frequently and with which the school is less familiar, but, we can access training, support and advice so that these needs can be met.

The school also meets the needs of pupils with an Education, Health Care Plan. Decisions on the admission of pupils with a statement/Education Health Care Plan are made by the local authority.

The admission arrangements for pupils without a Education, Health Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedure.

Other considerations

Pupils may not have special educational needs but their progress and attainment may be effected due to:

- 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 & Punctuality
- Health & Welfare
- English as an additional Language (EAL)
- Being entitled to Pupil Premium status
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a pupil’s behaviour should be described as an underlying response/communication to a need identified by the school.

Information about the policy for identification and assessment of pupils with SEN

At Nook lane Junior School, class teachers and members of the Senior Leadership Team monitor the progress of all pupils every term. We also use a range of assessments with pupils at various points in the time at Nook Lane to review their progress in reading, maths and spelling.

Nook Lane uses STAT – which is an ongoing assessment tracking tool which identifies and helps ensure any learning gaps are recognised and appropriately supported.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support is to help the pupil to catch up with their peers. Examples of extra support are – 1:1/1:2 tuition, small group support both in and out of class, programmes provided by outside agencies for gross and fine motor skills, social skills groups and self- esteem and emotional well-being support.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs. Nook Lane regularly monitors the quality of teaching for all pupils, including those with additional needs through learning walks, lessons observations, observations of interventions and book scrutiny. Staff are also supported in understanding different needs and strategies to identify and support vulnerable pupils through Professional Development Meetings (PDMs), INSET and training courses.

Current interventions

Reading	Spelling	Maths	Social & Emotional	Fine & Gross motor	Speech & Language
Rainbow Readers Active Literacy TRUGs Paired Reading Reading Volunteer PAT (Phonological Awareness Training)	TRUGs Booster Phonics PAT Spring Into Spelling Spelling mats	RM Maths First Class at Number Post learning sessions	1:1 SEAL sessions Small group SEAL sessions Circle of Friends Support from MAST – Multi-Agency Support Team Pastoral Support Plan Social Skills Groups Social Stories	Speed Up Nessy Fingers Gross Motor Programme	NIP – Narrative Intervention programme VIP – Vocabulary Intervention programme 1:1 speech sessions Stammering/stuttering support Social Stories Social Skills Groups

At the early stages of concern, class teachers are requested to complete an Initial Concern/s Monitoring Form which includes information and observations about the child's strengths and areas to develop. Assessment data will be included on this form and the information will be shared with parents at an initial concerns meeting. An appropriate intervention programme may be suggested or strategies put in place in class by the class teacher. Outside agencies are consulted at any time during this process to further support school.

The purpose of this detailed form, is to understand what additional resources and different approaches are required to enable the pupil to make better progress. An Individual Learning Profile may be completed which will be reviewed termly. At this point, where the pupil is recognised as having additional provision and extra support, the pupil will be added to the school's Special Educational Needs register at SEN Support.

If the pupil makes good progress using this additional and different intervention (but would be unable to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he/she will not be identified with special educational needs.

Pupils who have received an intervention and have made progress will be registered at School Support and their progress will continue to be assessed every term.

The register of Special Educational Needs is shared with all staff. Class teachers and supporting Teaching Assistants are aware, through the register, provision maps and pupil progress notes who is receiving support and why. Class teachers are first and foremost the teachers of all pupils, they work closely with the SENCO at initial concern stages to ensure all appropriate resources and strategies are utilised before pupils are registered at SEN Support.

Further support is provided in school – we invite parents to attend workshops and coffee mornings to discuss their child's learning needs and find out about the interventions on offer in school. Parents can observe sessions taking place and discuss resources with their Teaching Assistant. We also invite outside agencies to coffee mornings – for example, Sheffield Parent Carer Forum, to share information about what is available to families of children with additional needs in Sheffield. We have strong links with the Autism Team, the Speech & Language Team, Fusion (learning support service), the educational psychology service and MAST (Multi Agency Support Team) which includes support from Primary Mental Health/CAMHs.

How we evaluate the effectiveness of the provision made for our pupils with special educational needs with or without a statement of special educational needs/Education, Health Care Plan.

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents, and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made using the STAT at termly Pupil Progress meetings.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age.

For pupils with or without an Education, Health Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be

made. The collation of all annual review evaluations of effectiveness will be reported to the governing body at a Curriculum Governor meeting.

Every pupil in the school has their progress tracked every term through Pupil Progress Meetings which are attended by the pupil's class teacher, SENCO, Assessment Leader and Head teacher. In addition to this, pupils with special educational needs will have more detailed assessments completed with their supporting Teaching Assistant, to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan (Individual Learning Profile) outcomes will be reviewed and adjusted in consultation with parents, pupils and relevant outside agencies.

Throughout every aspect of supporting a child's individual needs the process of ASSESS – PLAN – DO – REVIEW is implemented which involves close consultation with parents and pupils.

The ASSESS-PLAN-DO-REVIEW cycle

This is a graduated response to the individual needs of a pupil. Every pupil cohort is different and therefore our arrangements for appropriate levels of support are personalised to meet the needs of the cohort.

Through termly Pupil Progress meetings and ongoing teacher assessments teachers are responsible for evidencing the progress of the pupils in their care. The SENCO and Assessment Leader discuss future intervention and support with the class teacher which is then discussed with parents and pupils. It is the responsibility of the SENCO to develop a provision map every term and inform all staff and parents regarding levels of support, interventions and timetables of Teaching Assistant support to be accessed by individual pupils and year groups in school.

The progress of pupils receiving an intervention/differentiated strategies/resources is fed into Pupil Progress Meetings with staff and through Review Meetings with parents every term. The SENCO, in discussion with the class teacher and year group Teaching Assistant also consider the recommendations from outside agencies regarding levels of support and appropriate interventions to access. All interventions used at Nook Lane have been developed from outside agency advice and progress of a pupil is assessed every 8 weeks to ensure it is making the most effective impact on a pupil's progress.

If the school requires additional advice, referrals are made, after discussion with parents, to outside agencies, which include Educational Psychology Service, Autism Team, Learning Support (Fusion), Ryegate Children's Centre, GP, MAST (Multi-Agency Support Team) and CAMHs. Each agency has its own referral form/system of referral. All pupils accessing outside agency support are at SEN Support on the school's SEN register.

Parents are consulted every step of the way. Reports and assessments from outside agencies are shared with parents and next steps considered as part of the ASSESS-PLAN-DO-REVIEW cycle.

An Individual Learning Profile is developed between parents and school in termly review meetings and targets are set with appropriate interventions to support. These ILPs (Individual Learning Profiles) are reviewed every term.

If a pupil does not make expected progress through additional interventions after 2-3 cycles of support which is usually over 2 terms/a year, school will discuss with parents the possibility of developing a My Plan which is a more detailed document including more information from outside agencies about the child's needs and learning profile. This document after 2 reviews can be used to activate a request to

assess process for an Education Health Care Plan. This process is in its infancy and will be launched by the LA after Easter 2016.

If an Education health Care Plan is not agreed, the pupil will continue to have a My Plan which can be reviewed every term in the same way as an Individual Learning Profile.

Banded funding – this is currently under review by the Local Authority and information will be shared with schools this year regarding how to access this support – if additional funding and support are needed.

Exiting the SEN register

If pupils continue to make good progress and are working within the range of steps as their cohort and recognised year group they will be moved from SEN Support to School Support where they will continue to be monitored every term through Teaching Assistant end of term assessments and teacher assessments at Pupil Progress meetings. After an agreed period of time with class teachers, SENCO and parents, the pupil will be removed from the School Support register if they continue to make good progress and are working within the range of steps appropriate for their age range. The school's SEN Register is reviewed every term.

The school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children /young people. Some children/ young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of the National Curriculum Framework the school employs some additional teaching approaches, as advised by outside agencies. For example – TRUGs, Booster Phonics, Rainbow Readers, Nesy Fingers, First Class at Maths, gross and fine motor programmes, NIP (Narrative Intervention programme). These interventions are usually delivered by Teaching Assistants and each child has a baseline assessment before and after the intervention. The class teacher, with support from the SENCO, will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions and these are detailed in our Medical Policy. Individual health care plans normally specify the type and level of support required to meet the medical needs of pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

All staff have training regarding supporting the school's Positive Behaviour Policy (linked to our Anti-Bullying Policy/Emotional Well-being Policy) on an annual basis to ensure a consistent approach in supporting pupil's social, emotional and behavioural needs. Links are made with our MAST (Multi Agency Support Team) on a regular basis and with the Sheffield Safeguarding Team to help support our interventions for vulnerable pupils. Some pupils, with social, emotional and mental health difficulties require a personalised plan that is developed in consultation with parents/carers and pupils. Pupils will also be provided with additional support such as a Circle of Friends, Social Skills Group Pastoral Support Plan or targeted sessions using strategies and resources from MAST.

At Nook Lane, we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice

provided as a result of assessments, both internal and external, and the strategies described in Education, Health Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addresses at the outset. Lessons should be planned to address the potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and dis abilities will be able to study the full national curriculum'. (Code of Practice 6.11).

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the SEND Link Governor regularly participates in SEND Learning Walks in school with the SENCO and Headteacher, where the effective use of Teaching Assistants, use of resources and the learning environment are reviewed and shared with all staff.

Additional support for learning that is available to pupils with special educational needs

Schools receive funding for pupils with SEN. This funding is used to support and enhance high quality teaching and support in school. It helps to ensure that there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEN and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of support/resource is required. In this case the school will request support via the 'banded funding' process from the Local Authority.

The Headteacher has the final say in the use of the personal budget within the school.

All clubs, trips and activities offered to pupils at Nook Lane are available to pupils with special educational needs. For some pupils, 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

Nook Lane offers a Breakfast and After School Club as well as a variety of school clubs. The clubs vary from term to term. Clubs are run by staff or by outside providers. Places at our clubs are offered as fairly as possible, and we ensure that all children have the opportunity to attend clubs. 'Reasonable adjustments' that are sometimes required include support from additional adults and supporting those running the clubs to understand the needs of the pupil and how to overcome barriers to ensure that the pupils are fully included. If parents identify that adjustments are required to ensure that their child can fully access clubs, a meeting is held with the class teacher or SENCO to discuss this further to ensure that measures can be put into place.

At Nook Lane we believe that learning from first- hand experience is powerful and provides lasting impact and we support children's learning though educational visits. Additional support that is sometimes required to enable pupils to access education visits includes 1:1 support from an adult during the visit, additional support/pre-teaching prior to the visit, and photographs and timetables to support pupils with managing change. Information about trips and transport arrangements are sent to parents in advance so that parents are given time to meet with the class teacher or SENCO to discuss necessary adjustments and/or arrangements.

Some pupils, with the most need, require additional support during lunch times and breaks. Children are given the opportunity to have timetabled activities at lunch time, a quiet place to go to, a named lunch supervisor to speak to and/or a buddy system.

Support that is available for improving the emotional and social development of pupils with special educational needs

At Nook Lane we understand that an important focus of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance Personal, Social, Citizenship and Health education, SEAL assemblies and HOT sessions, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we also provide the following: mentor time with a significant adult, time –out space, Break cards, named Lunch Time Supervisor, social stories and social skills group, Circle of Friends and structured time at lunch time with an adult/peers.

Pupils with emotional and social needs, because of their special educational needs, will be supported to enable them to develop and mature appropriately. .

Nook Lane provides a strong ethos of inclusion and children are given a platform on which to discuss and share their needs. Several school assemblies have already taken place in which pupils have shared their individual learning/medical profiles – ADHD, Nystagma, Autism, Fragile X, Coeliac, Anger management, and Turner’s Syndrome. We work closely with parents to ensure that this is carried out and promoted in a supportive and sensitive way.

The SENCO at Nook Lane Junior School is Diane Wilkinson, who is a qualified teacher.

Diane Wilkinson is available on 2341097 or via enquiries@nooklane.sheffield.sch.uk

The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

All teachers and Teaching Assistants have had the following awareness training provided through INSET, PDMs (Professional Development Meetings) or during induction – Autism awareness, reading and spelling difficulties, speech, language and communication needs and emotional well-being/mental health needs. We have focussed on Wave 1 – quality first teaching in the 4 aspects of the code of practice – Cognition & Learning, Language & Communication, Emotional & Social and Sensory & Physical needs.

Staff who deliver personalised programmes, as advised by outside professionals, receive additional training for their role. The school has a strong focus on looking ahead with regard to future need and possible training opportunities. During the Year 2 SEN transition meetings at Stannington Infant School, the SENCO from Nook Lane attends to gather information regarding the specific needs of the new cohort. This informs future planning for resources to be purchased or organised and how the provision map may look in September.

Where training is identified beyond this, we will find a provider who is qualified to deliver. Training providers we can approach include the school’s Educational Psychologist, Speech and Language Team. Fusion/S2S (Learning Support), the Autism Team, occupational therapy, physiotherapy, Hearing Impaired/Vision Impaired teams, MAST (Multi-Agency Support Team) and CAMHs (Child and Adolescent Mental Health team)

How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis.

The arrangement for consulting parents/carers of children and young people with special educational needs about, and involving them, in their education

All parents/carers at Nook Lane Junior School are invited to discuss the progress of their children three times a year where they will contribute to and receive a copy of Individual Learning Profiles. All pupils in school receive an annual report.

In addition we are happy to arrange meetings outside these times. As part of our usual teaching arrangements, all pupils will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

In addition to this, parents of pupils with an Education, Health Care Plan, will be invited to contribute to and attend an annual review, which, whenever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

The arrangements for consulting young people with special educational needs about, involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for them, the pupil (or parent on a pupil's behalf) will be consulted about and involved in the arrangements made for them as part of person-centred planning. This can take many forms – discussing their needs with their parents and sharing information via a Passport For Learning/Pupil Passport/One Page Profile, discussing their learning with their class teacher or supporting Teaching Assistant, contributing in the review meeting and having formal and informal discussions with their named adult. We also request pupils receiving additional support complete an end of year provision questionnaire to evaluate their feelings about the effectiveness of their support.

The arrangement made by the governing body relating to treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Nook Lane Junior School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body. (See Complaints Policy on the school's website).

How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following:

- A service level agreement with the Educational Psychology Service
- A service level agreement with Fusion – Learning Support Service
- A service level agreement with Sheffield Safeguarding
- Access to local authority Speech & Language Team services/occupational therapy services/physiotherapy services, the Ryegate Children's Centre
- CAMHs – Child & Adolescent Mental Health Service

- School nurse

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

SENDIAS (formerly Parent Partnership Service) delivers provides free, impartial, confidential, advice, support and options around educational issues, health, social care, leisure, disability benefits and support groups for parents/carers who have children with special educational needs or disabilities (0-19/25).

SENDIAS aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The service aims to build partnerships between parents and carers, the Local Authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on 0114 273 6009/disabilityinformationservies@sheffield.gov.uk

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Nook Lane Junior School we work closely with the educational settings used by the pupils before they transfer to us and the schools they transfer to. The SENCO will attend the summer term review meeting of Year 2 pupils with special educational needs, meet with their parents and discuss any transition arrangements that need to be put in place – additional visits, transition books and photographs. The SENCO/s of feeder secondary schools are invited to the Year 6 summer term review meetings so all information can be passed on and parents have the opportunity to meet with their child's future SENCO. We also arrange an early coffee morning/information session for Year 3 parents of pupils with special educational needs to meet the Teaching Assistant supporting their child, to find out about how the school supports different needs and to give opportunity for parents to observe interventions and ask questions. Pupils in Year 6 with special educational needs may visit their new secondary school as many times as necessary with their parents, supporting Teaching Assistant and a friend. Transition books are made at school with the pupil and any relevant outside agencies are invited to contribute towards the visits, including members of the MAST team. Social Stories are also developed by our specialist Speech & Language Teaching Assistant to address any individual transition concerns.

Accessibility Plan – see separate Accessibility Plan

Anti -Bullying – see separate policy

We will publish information on our website about the implementation of the school's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs & Disability Regulations 2014. Paper copies can be made available to parents and carers on request at the school office.

Review – Spring term 2017

FRONT PAGE

- SENCO name and contact and their status – qualified teacher, member of SLT, etc
- Your school beliefs and values around SEN
- Every teacher is a teacher of every child or young person including those with SEN
- How policy developed – who consulted, how shared – this reflects the SEND Code of Practice, 0-25 guidance
- Contextual information about school

Appendices:

- 4 areas of SEND interventions
- Flowchart of Assess – Plan – Do - Review