



SEND Policy

June 2022

Review Date: June 2023

Broadway Junior School SEND Policy

This policy is informed by the following legislation and aims to reflect the inclusive philosophy of the school.

- Special Educational Needs and Disability code of Practice: 0 – 25 years (January 2015)
- The Equality Act (2010)
- The Children Act (1989)
- The Disability Discrimination Act (1995)
- Removing Barriers to Achievement (2004)
- Special Educational Needs and Disability Act 2001 (including 2005 amendments in the Disability Discrimination Act)
- LA Policy and Guidelines
- School Admission Policy
- In Year Application Process
- Broadway junior School SEND Information Report to parents

Introduction

The staff and Governors at Broadway Junior School dedicate themselves to providing a broad, balanced, relevant and differentiated curriculum accessible to all pupils. We endeavour to secure special educational needs provision for those pupils whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum that Broadway Junior School provides for all children. Learning is at the core of all we do. As a school we aim to create a welcoming, inclusive environment where all children feel valued and strive to better their best. We develop active independent learners equipped with the necessary skills and attitudes to continue on their paths of discovery and contribute positively to the communities in which they find themselves.

We aim to:

- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs (SEND)
- View our SEND provision as an ongoing, reflective and developing process
- To identify at the earliest opportunity, all children that need special education consideration to support their needs (whether educational, social, physical or emotional)
- Ensure that teaching staff are aware of and are sensitive to the needs of all pupils teaching pupils in a way that is more appropriate to their needs.
- Encourage children and parents and carers to participate in decision making
- To enable all pupils to have full access to all elements of the school curriculum and reasonable adjustments to be made necessary including those pupils with medical conditions.
- Ensure that our curriculum planning, assessment methods and environment are responsive to the individual needs and disabilities of all pupils.
- Foster a sense of self-worth, self-confidence and self-awareness, enabling every child to maximise their inherent qualities and develop a positive attitude to life, achieving success.
- Identify, assess, record and regularly review pupil's special educational needs and disabilities.

- Make effective use of support services.

Categories of Special Educational Need Special Educational Needs and Disabilities

(SEND) fall into four broad areas, but individual students may well have needs which span two or more areas outlined below:

- **Communication and interaction:**

- Speech, Language and Communication needs
- Autistic Spectrum Disorder including Aspergers and Autism

- **Cognition and Learning:**

- Learning difficulties or Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

- **Social, emotional and mental health:**

- Behaviour reflecting underlying health difficulties or mental health difficulties (e.g. anxiety, depression)
- Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder

- **Sensory and/or physical:**

- Hearing Impairment or Visual impairment
- Physical disability or Multi-sensory impairment

Roles and Responsibilities

Broadway Junior School recognises that provision for students with SEND is a whole school responsibility.

- **The Governing Body**

The Governing Body, in consultation with the Head teacher, determines the school general policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and maintain a general overview of the school's work.

The Governing Body, having regard of the Code of Practice:

- Ensure appropriate provision is made for any child with SEND
- Reports annually to parents on the school policy for children with SEND
- Ensures all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the governing body to oversee SEND provision

Mr Phillip Boyle is the appointed SEND representative and can be contacted via the school office.

➤ **Headteacher**

The Head teacher, Mrs Johnson, has overall responsibility for the day-to-day management of SEND funding and the provision, following the directives of the governing body. It is her responsibility to work closely with the Special Educational Needs Coordinator, keeping the governing body fully informed of all SEND developments.

➤ **Special Educational Needs and Disabilities Coordinator (SENDCo)**

The SENDCo, Mrs Sarah Norman, works closely with all staff, the Head teacher, SEND governor, parents/carers and outside agencies to ensure the best possible provision for students with SEND.

The SENDCo is responsible for:

- Managing the day-to-day operation of the schools SEND policy
- Co-ordinating the provision for students with SEND
- Ensuring the involvement of parents/carers of students with SEND, from an early stage, and liaising with these parents/carers.
- Supporting and liaising with staff in identifying children with special needs and disabilities and planning for progress.
- Supporting, liaising with and advising staff on the graduated approach to providing SEND support
- Supporting staff to understand the SEND Ranges documentation
- Maintain SEND records
- Maintaining the school's SEND register and contributing to and managing the records of all children with SEND
- Advising on the school's delegated budget and other resources to ensure resources and teaching materials are available to meet student's needs effectively
- Liaising with other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies and other support agencies, especially the local authority and its support agencies.
- Liaising with potential and next providers of education to ensure the student and their parents are informed about options and a smooth transition is planned
- Managing teaching assistants, in liaison with year group leaders
- Contributing to internal staff training and the professional development of teaching assistants.
- Regularly liaising with the governors' representative
- Liaising with the schools relevant Designated Teacher where a Cared for Child has a SEND
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

➤ Teachers

Staff at Broadway Junior School plan to provide high quality teaching that supports all children who need help with communication, language, literacy and numeracy. Their teaching develops children's understanding through the use of all available senses and experiences.

As outlined in the Code of Practice (2015) we aim to use our 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.'

All staff have a duty to liaise with the SENDCo to ensure that they are up to date with recent reports and correspondence from outside agencies regarding children in the care. All teachers also have a responsibility to provide any records, reports or information requested by external agencies, and that these are discussed with parents and monitored by the SENDCo.

Quality First Teaching

All children should have access to a broad and balanced curriculum. The national curriculum Inclusion Statement states that teachers must set high expectations for every child, whatever their prior attainment. **All teachers are teachers if children with SEND.** They have a responsibility to:

- Use appropriate assessment to set targets which is deliberately ambitious
- Plan lessons to address potential areas of difficulty and remove barriers to a child's achievement. In many cases such planning will mean that children with SEND will be able to study the full national curriculum
- Maintain records and assessment for pupils with SEND
- Plan for provision and differentiation
- Provide Passports and Support Plans in liaison with support staff, children, parents and carers and SENDCo (when necessary)
- To create an environment that meets the special educational needs of each child, ensuring that they achieve their full potential and engage in activities alongside their peers.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This is done with careful consideration to minimise segregation from their peers.

Co-ordination and Managing Provision

The Headteacher and SENDCo meet frequently to discuss SEND issues. The SENDCo meets with class teachers to give support and advice.

SEND policy and provision are discussed regularly at both staff and Senior Leadership Team meetings in order to raise the achievement of students with SEND. Special needs provision is an integral part of the School Improvement Plan.

The SENDCo oversees the provision of SEND children and monitors the placement of Teaching Assistant (TA) support throughout the school. These placements are dependent on the Special Needs requirements across the school and may change as the needs of the students change.

The SENDCo meets regularly with the TAs to review progress and give advice and there is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by teachers and are encouraged to be involved in the support of their child whenever possible. The SENDCo also liaises with parents.

Students with Education, Health and Care Plans and their parents have an annual review with the SENDCo. This review includes information provided by all other professionals working with the child. Where there is a concern that parents need extra support, the staff refer them to the Pastoral Support Officer. All Safeguarding and Child protection Policies are adhered to.

Admissions Arrangements

Broadway Junior School endeavours to be a fully inclusive school. All children are welcome, including those with SEND, in line with the school's agreed admissions policy. According to the Education Act 1996, (Section 316), the school will admit a child with a Statement or Education, Health and Care Plan subject to the wishes of their parents unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

For 'In Year Applications' the In Year Application Process (incorporating Fair Access Protocol) is referred to.

Accessibility

There is an Accessibility Policy available via the School Office.

The SENDCO and Governor with responsibility for Special Educational Needs and Disabilities liaise to discuss provision within the school for all students with SEND.

Specialist Training Among Staff

Staff training is undertaken in various aspects of SEND according to the needs of the students. This ensures the provision made and support given to students is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

IDENTIFICATION, ASSESSMENT AND PROVISION

➤ Allocation of resources

All schools receive funding for students with SEND in three main ways:

1. The base budget covers teaching and curriculum expenses as well as the cost of the SENDCo
2. The national SEND budget covers the additional educational support required.
3. Specific funds may be allocated to students with Education, Health and Care Plans.

Broadway Junior School, as part of normal budget planning, has a strategic approach to using resources to support the progress of students with SEND. Broadway provides additional support up to the nationally prescribed threshold per student per year. Where the cost of special educational provision required to meet the needs of an individual student exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

The Head teacher informs the governing body of how the funding allocated to support SEND has been employed and the Headteacher, SENDCo and parents, where appropriate, meet to agree on how to use funds directly allocated to individual pupils.

➤ **SEND Support In School**

Where a pupil is identified as having a SEND, school may take action to remove barriers to learning and put effective special education provision in place. It is particularly important that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child prepare for adult life. The SEND support may take the form of a four part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **The Graduated Approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

The Graduated Approach: The Four Part Cycle

1. Assess

When identifying a child as needing SEND support the class teacher, working with the SENDCo may carry out a clear analysis of the pupils needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's approach to pupil progress, attainment and behaviour. Assessments considers the child's development in comparison to their peers and national data, the views and experience of parents,

the pupil's own views and advice from external support services. School will take seriously any concerns raised by a parent. These will be recorded and considered alongside recent attainment, attendance and behaviour information. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform our assessments.

2. Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although concerns will have been previously discussed during the assessment process. All teachers and support staff that work with the child will be made aware of their needs. The support and intervention provided should be selected to meet the outcomes identified for the pupil.

Parents, via review meetings, should be fully aware of the planned support and interventions.

3. Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions group or one to one teaching is away from the main class, class teachers still retain responsibility. The class teacher will work closely with any teaching assistant or specialist involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

4. Review

The effectiveness of the support and interventions and their impact on the pupils progress will be reviewed termly. The impact and quality of their support and interventions will be evaluated, along with the views of the pupil and their parents.

➤ School Support

Children of all abilities are supported through **Quality First Teaching**. When a child is identified as having additional needs the school may provide the following support strategies

- In class or withdrawn small group support by teacher or teaching assistant
- Adapted or additional classroom resources e.g. writing slopes, ear defenders, pencil grips, visual cues
- Teaching activities to be adapted to the preferred learning style of the child e.g. use of visual cues, multi sensor or practical activities
- Use of ICT to support learning
- Individual pastoral plans including rewards and sanctions
- Adapted curriculum
- Alternative methods of recording e.g. use of ICT, pictures, recordings

Interventions should be evidenced based and matched to the pupils' areas of need. If a pupil continues to make less than expected progress then external specialist should be involved.

➤ **SEND Support**

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school should consider involving specialist.

Sunderland SEND Ranges

Sunderland SEND Ranges (mandatory from 23rd September 2019) provide a helpful guide in relation to identifying the level of need and the appropriate support. The ranges are from 1 through to at least 5 and 6, whilst some go beyond to 7. They describe a child's need and suggest suitable interventions. Schools will need to evidence all their interventions and the impact of these.

In some cases, children will fall into more than one range, or will have needs in more than one area. A primary need should be established based upon the child's placement within the Ranges. This may change as the child matures or settings change. The Ranges provide a framework for evidence which is required to meet the criteria of a given range.

➤ **How do we identify a child's SEND Range in School?**

A child's attainment, attendance and observed behaviours determine which is the 'best fit' within the Range descriptors (Presenting Behaviours) of the four broad areas of need. A class teacher will use the descriptors to determine which is the Primary Area of need and the Range within it. The allocated range is moderated termly using the Graduated Approach.

➤ **How do we support parents to understand their child's SEND Range?**

- Teachers will hold SEND Review Meetings throughout the year.
- Open Events that take place throughout the year that may specifically target pupils who are on the SEND register.
- Parents Evenings
- Details of SEND Ranges are available on the school website with a link to Together for Children website.
- Parents have the opportunity to contact SENDCo directly via a SEND email address.

Where a child is identified as having Range 3 or beyond in any particular area it may be appropriate to involve specialists to gain further professional advice.

Involving Specialists

School may involve specialists at any point to advise on effective support and interventions. School should always involve an external specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels significantly below the expected of pupils of similar age despite evidence based SEND support delivered by the appropriately trained staff. Specialist support and advice is gained with the knowledge and permission of the parents/carers and the child. Recommendation and reports from specialist will be recorded and shared with parents/carers and adults in school who support the child.

Where assessment indicates that support is required from specialist services, it is important that the child receives this as quickly as possible. The school has access to a range of external agencies and uses them effectively to support children with SEND.

These include:

- Speech and Language Therapy
- Language and Learning Team
- Educational Psychology Services
- CAMHS (Children and Adolescent Mental Health Services)
- CYPS (Children and Young People's Service)
- Sensory Support Service (including Visual and Hearing Impairment Team)
- School Nurse
- Occupational Therapy (Via a GP referral)

Education, Health and Care Plans

The majority of children with SEND will have their needs met within school. A small proportion of children with SEND may have significant and / or complex needs, as assessed by external specialists and by school. If appropriate, we would speak to parents / carers and ask them to consent to request an initiation of a Statutory Assessment. This usually only applies to a small number of pupils.

Children with significant and / or complex needs will usually have their needs met within a local authority mainstream setting. Some children may require an EHC assessment in order for the local authority to make provision within a specialist setting.

The purpose of an EHC Plan is to make special educational provision to meet the special education needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

AN EHC assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which our school can meet the needs without an EHC Plan.

Following a request for an EHC needs assessment, or the child having otherwise been brought to its attention, the local authority must determine whether an EHC needs assessment is necessary. The local authority must make a decision and communicate the decision to the child's parents / carers within 6 weeks of receiving the request.

➤ Reviewing an EHC Plan

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by local authority as a minimum of every 12 months.

➤ **Parent and Carer Participation**

The school actively encourages the rights and parents / carers in terms of their involvement in the provision of their child's special education needs. Using the Graduated Approach we work in partnership with the parent / carer in decision making regarding the provision required to meet their child's needs.

➤ **Pupil Participation**

It is essential the school adopts a person centred approach to involving young people in the decision making and involving them in the planning of provision. All pupils are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. We aim to develop self-confidence and self-esteem and encourage the child to comment on their SEND provision using an appropriate medium.

By using this approach within the family context, professionals and local authorities can ensure that children and parents are involved in all aspects of planning and decision making.

Confidentiality and Information Sharing

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk if harm, their duty is to forward this information without delay to the designated member of staff for child protection.

Confidential information is kept by the Head teacher or SENDCo in a secure place.

Transition

We liaise with feeder schools to ensure smooth transition of children with SEND, particularly Grindon Infant School, which is our main feeder school. We also value the importance of developing effective relationships with secondary schools, particularly SandHill View Academy, to which the majority of Year 6 students will transfer in Year 7. When a child moves to another school all relevant information including personal files is forwarded as soon as possible.

Complaints procedures

The school works to develop good, positive relationships with parents and carers but if a parent or carer is unhappy or concerned about the SEND provision for their child, initial contact should be made with the class teacher.

A meeting is then arranged, which may include the SENDCO. The views and concerns of the parent or carer are listened to and discussed and consideration is given to the points raised.

The involvement of the Headteacher is offered where necessary. In the event of a formal complaint concerning SEND provision, parents/carers are advised to follow the school's complaints procedure, which is available on our website.

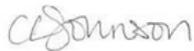
Monitoring and Review

This policy was reviewed and updated in light of the mandatory Sunderland Range publication 23rd September 2019 and in light of the development of school processes.

Previous updates: September 2016 and September 2019
Review Date: June 2023

Mrs S. E. Norman

Signed:



Mrs C Johnson, Headteacher



Mrs V Walton, Chair of Governors