

<b>Special Educational Needs Policy</b>
<b>MARCHWOOD JUNIOR SCHOOL</b>
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## Contents

1. Aims and objectives.....	2
2. Vision and values for SEND at Marchwood Junior School.....	2
3. Legislation and guidance.....	2
4. Inclusion and equal opportunities.....	3
5. Definitions .....	3
6. Roles and responsibilities.....	5
7. SEN information report.....	8
8. Our approach to SEND support.....	8
8.1 Identifying pupils with SEND and assessing their needs .....	8
9. Expertise and training of staff.....	11
10. Links with external professional agencies .....	11
11. Admission and accessibility arrangements.....	11
12. Complaints about SEND provision.....	12
13. Monitoring and evaluation arrangements .....	12
14. Links with other policies and documents .....	12

## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values for SEND at Marchwood Junior School

At Marchwood Junior School, we firmly believe that all children have an entitlement to be educated alongside their peers and have access to a broad and balanced curriculum. As an inclusive school, we are deeply committed to removing the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils so that they have the chance to thrive and meet their full potential. We strive for equality of opportunity for all our pupils and our dedicated staff work to ensure that all children have the right to a fulfilling learning experience, regardless of their social background, ethnicity, academic ability or health. This includes support to all our parents, through informal coffee mornings, workshops, and opportunities for meetings. It is important to us that we work as a team with our families as they play a pivotal role in the well-being and development of their children as well as us at school.

Our staffing team ensures that children receive personalised interventions and pastoral care, whether it be for their social, emotional and mental health needs, special educational needs, disabilities, behavior or medical needs. Teachers and parents are supported to identify and meet the needs of every child, providing opportunities adapted learning and working with other agencies to ensure the best possible provision for our vulnerable pupils.

## 3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good

relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

#### 4. Inclusion and equal opportunities

At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### 5. Definitions

##### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

##### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

##### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **6. Roles and responsibilities**

### **6.1 The SENCO**

The SENCO at our school is Emma Ford, [eford@marchwoodjun.co.uk](mailto:eford@marchwoodjun.co.uk) (Qualification: NASENCo 2017).

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **6.2 The governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions

- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Record accurately and keep up to date the provision made for pupils with SEND (within the SEN information report)
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **6.3 The SEND link governor**

The SEND link governor is Stephen Maguire, [smaguire@marchwoodjun.co.uk](mailto:smaguire@marchwoodjun.co.uk)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **6.4 The headteacher**

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review individual pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given Spring and Summer reports on their child's progress and attainment

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties (as part of pupil passports)
- Contributing to setting targets or outcomes (as part of pupil passports)
- Attending review meetings (pupils with an EHCP will, where possible, attend the beginning section of review meetings to give their views)
- Giving feedback on how they believe their progress has been

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **7. SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented within school.

The information report will be updated annually in October and as soon as possible after any changes to the information it contains.

## **8. Our approach to SEND support**

### **8.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development, social needs, SEMH needs and physical needs.

Class teachers, SLT and SENCo assess and monitor pupil's progress in line with existing school practices, as well as looking at whether or not the child is making expected progress. This might be progress which:

- Closes the attainment gap between the child and his/her peers.
- Prevents the attainment gap growing wider.
- Is similar to that of their peers starting from the same attainment baseline.
- Matches or betters the child's previous rate of progress.
- Demonstrates an improvement in self-help, independence, emotional social or personal skills.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. A pupil's slow progress is also discussed with SLT as part of Class Action Plans (which are reviewed termly). Also, where necessary they will, in consultation with the pupil's parents or carers, consider referring to an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)



Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

*See SEN Pathway document/flowchart and 4 stages of SEN document for in depth information regarding the process of identifying a pupil with SEND.*

## **8.2 Consulting and involving pupils and parents**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

The SENCo in most cases or Class Teacher will verbally notify parents if it is decided that a pupil will receive external special educational provision and be placed on the SEN register.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to a Pupil Passport and a copy given to their parents. These discussions are first held early on in the school year at the October parents evening where teachers share individual's passports with parents.

Pupil passports are updated on an at least termly basis with new SMART targets (see 8.3) and information if appropriate and shared again with parents at each parents evening (spring and summer). If a parent does not attend a parents evening, teachers should make alternative arrangements to share these documents with parents.

## **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher, supported by SENCO if needed, will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account (when sharing passport) and we may also seek advice from external support services.

The assessment will be reviewed regularly (at least termly) to help make sure that the support in place is matched to the pupil's need. This will be recorded as part of the class action plans and individual's passports – there will be clear links between these documents.

### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. SMART targets will be shared with the SENCo to ensure they are SMART and passports will be updated.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the pupil's passport target section or Pupil Progress Plan if the child has an EHCP or is potentially going to be referred for one, and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will provide support for the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date (SMART targets reviewed half termly or termly depending on progress).

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

#### **8.4 Levels of support**

*See document – stages of SEN and associated Stage 1-5 flowcharts*

##### **Quality First Teaching (Stage 1)**

Pupil receives quality first teaching through ordinarily available provision (OAP). "The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils." Education Endowment Fund

##### **Beyond Ordinarily Available Provision (Stage 2)**

If a Pupil is not meeting ARE (Age Related Expectations) within stage 1 over the course of two data cycles, that pupil will receive further adaptations which are beyond OAP. This will include adapted, targeted teaching and may include additional interventions

##### **School-based SEN provision (Stage 3-4)**

If a pupil does not make progress at stage 2 provision and gaps have persisted over time, pupils require continued and increased support beyond the 'core offer' (Stage 1 and 2). The pupil will be placed on the SEN register. Class teachers, in collaboration with other school experts will review their provision and a Pupil Passport will be created and shared with parents. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

##### **Education, health and care (EHC) plan (Stage 5)**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

### **8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' attainment data
- Carrying out the review stage of the graduated approach in every cycle of SEN support (at least termly and recorded on the Pupil Passports)
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

### **9. Expertise and training of staff**

The SENCo and Headteacher, will draw up an action plan, which incorporates SEN training as priorities arise. This is incorporated in the School Improvement Plan (SIP) and supports school, LA and National priorities.

- Training for whole staff is negotiated as part of the School Improvement Plan.
- Training for LSAs involves regular meetings, attendance at LA courses or in-house training courses.
- Training for SENCo involves targeted SEN training by LA to meet school priorities and consultancy support from LA support staff.
- Training for SEN Governor is available through Local Authority SEN Governor Services. The current governor has attended a SEND Hampshire course.

When children are on SEN support, going through statutory assessment or have an EHCP we may draw on the advice and support from the Educational Psychologist or LA teacher support services for pupils with hearing impairment, visual impairment, and physical difficulties. We may also draw upon outreach support from local specialist schools and units to support with behaviour and learning needs.

Specialists will liaise initially with the SENCo and then may follow up with LSAs, class teachers, Headteacher or SLT as necessary.

### **10. Links with external professional agencies**

The school recognises that it will not be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services e.g. communication and language advisory team
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS) and Mental Health Support Team (MHST)
- Education welfare officers
- Social services
- New Forest SEN

### **11. Admission and accessibility arrangements**

#### **11.1 Admissions arrangements**

Please see our admissions policy.

Children with Education, Health and Care Plans (EHCPs) that name a school must be admitted to that school under the Education Act 1996 and with regard to the SEND Code of Practice. These children will be admitted to the named school, even if it is full, and are therefore outside the normal admission arrangements. As required by the Code these children will count as part of the Published Admission Number (PAN) for the school.

### **11.2 Accessibility arrangements**

- Steps are taken to prevent disabled pupils from being treated less favorably than other pupils and to ensure they have access to a full curriculum.
- Marchwood Junior School is on one level therefore allowing all classroom and resources to be easily accessible. The school has a disabled toilet and medical room facilities.
- Our school's accessibility plan can be found on the school's website.

### **12. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Class teacher or SENCo. We will try to resolve the complaint in the first instance. If this does not resolve concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

### **13. Monitoring and evaluation arrangements**

#### **13.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

#### **13.2 Monitoring the policy**

This policy will be updated by the SENCo and reviewed and ratified by the full governing body every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

### **14. Links with other policies and documents**

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behavior policy
- Equal opportunities policy
- Teaching and learning policy

- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding policy
- Intimate care policy
- Complaints policy