



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2020-21**

## **Jubilee Primary School Special Educational Needs and Disabilities Policy**

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Steven Hodson is the school's Special Educational Needs Coordinator (SENCO).

Mary Walker is the Governor with responsibility for special educational needs and disability (SEND). SEND is discussed on the school's Teaching and Learning Committee. The Special Educational Needs and Disability Policy is reviewed annually by the Governing Board.

## Introduction

### Definition of Special Educational Needs

*“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.”*

#### 2015 Code of Practice

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision is educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area (for children aged two or over).

The SEN Code of Practice (2015) says that although it recognises that each child is unique, they will have needs and requirements, which may fall into at least one of four areas:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and or physical

At Jubilee Primary School we welcome and value all children equally no matter what their special need or disability. We are committed to providing equal access, for all children, to a broad and balanced social and academic curriculum, including the National Curriculum, and to the life of the school. It is our aim, therefore, that any pupil with a special educational need has that need addressed as quickly as possible, and to enable pupils with SEND to maximise their attainment and progress. We will only be able to achieve this with the full and active involvement of all staff, parents and children.

We view parental support and commitment as vital to the child's learning success. The school values the partnership with parents and we aim to involve them in their child's success.

We see the role of teachers in the identification, assessment and support of children with special needs as critical. We have a differentiated approach to planning, aim to provide challenging learning experiences for all children and opportunities for developing positive social relationships and to enable staff to receive training for SEN, inclusion and disability equality.

We involve all children in their learning by:

- encouraging them to reflect on their strengths, weaknesses and achievements
- having an expectation that they will take responsibility for their behaviour
- having an expectation that they will take a pride in their work and the way in which it is presented
- agreeing targets for their work, social skills and behaviour
- involving them in the special needs process.

The governors and members of the teaching and support staff are committed to making Jubilee an inclusive school. We have adapted systems and structures, curriculum, building, attitudes and values towards making our school more inclusive and recognise that the needs of all children must be accounted for in decision making processes.

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the need of children with SEND following the requirements of the Code of Practice 2015. Should a parent wish to discuss a concern or make a complaint regarding how the school is managing the support of their child, they can request a meeting with the SENCO or the Headteacher. If they wish to take a complaint further, they can write to the SEND link Governor or the Chair of Governors.

## **Section 1: Information about the school's special educational provision.**

### **1.1 The school's objectives in making provision for and including children with SEN.**

The objectives of our SEND policy are to ensure that:

- All children are given equal access and opportunity to the curriculum and to value each child's achievement.
- Procedures for identifying children with SEND are known by key people in the school.
- We identify children with SEND as early as possible.
- There is involvement of parents and pupils as much as possible.
- We provide differentiation of learning within a balanced and broadly-based curriculum in a way which includes all children.
- Reviews, records and assessments follow the child through and beyond the school which are clear, accurate and up to date.
- We raise staff awareness and expertise through In-Service Training.
- There are adequate resources for SEN.
- We maintain close links with support services, other schools and outside agencies.

We have termly pupil progress reviews as part of our whole-school assessment process. There are also additional policies to inform provision and support for our children. All are available on the school's website and include:

The Teaching and Learning Policy and the Behaviour Policy

### **1.2 The person responsible for co-ordinating the day-to-day provision of education for children with SEN**

The Special Educational Needs Coordinator (SENCO) is Steven Hodson. The Chair of Governors, Mary Walker, is link governor for SEND.

### **1.3 Arrangements for co-ordinating provision for children with SEN**

The SENCO is responsible for:

- The management of the day-to-day operation of the school's SEND policy.
- Liaising with and advising class teachers, Teaching Assistants and non-teaching staff.
- Co-ordinating provision for children with SEND.
- Maintaining the school's SEND register and overseeing the records and reviews for all children with SEN.
- Liaising with parents and carers of children with SEND and setting up meetings with them.
- Contributing to the in-service training of staff, including around SEND/inclusion issues.
- Liaising with external agencies including the Educational Psychology Service (EPS), Hackney Education Inclusion Team, medical services and other primary support agencies.
- Ensuring that class teachers are identifying those children with SEN. That they are being monitored and appropriate documentation filled in. It is the class teacher's responsibility that strategies being suggested for SEND Support pupils are implemented.
- Ensuring that all staff who work with SEND children are aware and meet the needs and targets of the children and their individual targets/education programmes.
- Co-ordinating Annual Reviews of children with EHC plans.
- The allocation and effective use of the SEND budget.

The SENCO and Headteacher meet as necessary, to discuss SEND provision and inclusion in the school.

### **The Role of the Class Teacher**

The class teacher has a key role in the special needs process as they are usually the first to become aware of any difficulties a child may be experiencing.

All class teachers should:

- Provide an appropriately differentiated curriculum and challenging learning experiences for all children
- Keep the SENCO informed and work with him/her
- Liaise regularly with the parents of pupils with special needs
- Keep themselves informed of the individual needs of all pupils in their class; monitor, review and plan accordingly
- Put into action all School Support Plans (SSPs)
- Co-ordinate any support from individual support teachers, TAs etc in consultation with the SENCO
- Meet regularly with Teaching Assistants and involve them in planning
- Attend staff training on SEND / inclusion issues.

### **1.4 Admission arrangements**

Pupils with an EHC Plan: The pupil will receive notification from the Hackney Education Services that our school has been named on their Plan as their proposed setting. The school will assess whether:

- The placement is suitable for the child's age, ability aptitude and the special educational needs set out in the EHC plan.
- The attendance of the child at the school is not incompatible with the efficient education of the other children at the school.
- The attendance of the child at the placement is compatible with the efficient use of Hackney Education Service's resources.

Pupils with SEND but without an EHC plan:

Where a place is available, all children who meet our admissions criteria are entitled to a place in our school.

### **1.5 Facilities and equipment for children with SEN**

The school is a single storey, ground-floor building and hence suitable for wheelchair users. The building has wheelchair access to both main and side entrances and down into the lower playground. There is a wheelchair user's toilet situated within the main building. Adaptations have also been made to one of the children's toilets. There are special facilities for pupils who may need to change in order to keep clean and dry. Classroom doorways in Key Stage Two (KS2) are ramped. All internal rooms and corridors are accessible.

An adult must be present when children administer their medication including asthma medication.

The school keeps a medical register outlining children with medical needs and any medication kept in school, including expiry dates.

## **Section 2: Information about the school's policies for the identification, assessment and provision for all children with special educational needs**

### **2.1 Allocation of resources**

There is a notional SEN budget included in the school's annual delegated budget. The allocation is reviewed annually. This budget is used to meet the objectives described in section 1 of this policy. The bulk of this budget is used to pay for Support Staff to help support children with SEN and to run their interventions.

Resources have also been used to ensure that the school buildings and premises allow full access to include physically disabled pupils.

Phase Meetings are held regularly and issues around ensuring effective planning and monitoring of teaching and learning and ensuring inclusion of all pupils regarding on and off-site activities are often discussed.

### **2.2 Identification, assessment and provision**

#### **Before going on the SEND register:**

A class teacher, parent or other professional involved with a child becomes concerned about that child's educational progress.

*This will be followed up by:*

- Discussions around what provision is in place for the child, either at termly pupil progress meetings or when concerns arise.
- Closely monitoring the child in their normal classroom context and perhaps carrying out relevant tests or observations to clarify the concern/s raised.
- Liaising with parents/carers informally for a broader clarification of concerns.
- Discussing the child with the SENCO and where appropriate, other members of staff.

At this stage the class teacher may well seek further advice from others in the school, including the SENCO and curriculum co-ordinators, or, informally, from external professionals.

It is important that any medical concerns be highlighted and identified or eliminated at this stage.

The class teacher should look at ways in which increased differentiation of class activities or re-deployment of class support staff could better meet the needs of the child and whether the parent/carer at home can strengthen the plan.

If there is little or no significant progress after this and the class teacher and SENCO feel additional support from external professionals would be of assistance, referral forms are filled out and the pupil moves onto SEND Support. At this point the child goes onto the school's SEND register.

#### **SEND Support:**

At this point the class teacher and/or the pupil will receive extra input from an external professional.

The class teacher should:

- Provide the SENCO with as much information as possible, including assessment results and observations
- Plan provision to support the pupil, set targets and monitor the effectiveness of the extra support/provision.

The SENCO should:

- Make sure the parents/carers are clear about the procedures.

- Collate relevant information about the pupil
- Liaise with any external agencies that may be involved with the pupil and collect any relevant information from them
- Share information with professionals teaching the child, so that they are able to conduct and reinforce the provision
- Decide with the pupil's teachers and parents, and where possible, the child, on targets and provision

The outside agencies provide more specialist assessment and suggest new strategies.

### **Statutory Assessment:**

The special needs of the majority of pupils should be met effectively within mainstream settings through SEND Support, however, in a very small number of cases, the LEA will be requested, by the SENCO to make a statutory assessment of special educational needs and decide whether or not to issue an Education, Health and Care Plan (EHC Plan).

Statutory assessment itself will not always lead to an EHC Plan. The information gathered during an assessment may indicate ways that the school can meet the pupil's needs without the need for additional SEND provision to be determined by the LEA through an EHC Plan.

For an EHC Plan to proceed, the LEA has to be satisfied that the child's learning difficulties:

- are significant or complex
- have not been met by measures taken by the school
- require resources which cannot reasonably be provided within the budget of the mainstream school.

A statutory assessment may be requested by the school or by a parent.

When the school makes a request for a statutory assessment, they need to state clearly the reasons for the request and submit the following evidence:

- Copies of SSPs
- Evidence of progress, or lack of progress, over a period of time
- Advice, if appropriate, from health or social services
- Involvement and views of professionals with relevant specialist knowledge and expertise
- Evidence that the school has followed the advice provided by the professionals with relevant specialist knowledge.

Note: Children who arrive at school with severe learning, sensory or physical impairments may automatically be put forward for an application for an EHCP assessment as opposed to going through the SEN Support stage.

### **Education, Health and Care Plans (EHCPs):**

Following a statutory assessment, the LEA decides whether or not to issue an EHC Plan. If agreed, the LEA will issue a proposed EHC Plan, and (subject to parental agreement) a final EHC Plan, which outlines the additional support that the child will receive from the LEA. The school continues to provide resources from the SEND budget. Targets are set and reviewed termly.

An EHC Plan is subject to statutory annual reviews. The SENCO organises the annual review, seeking the views of professionals involved with the child and inviting them to the meeting.

## **2.3 Access to the Curriculum**

Our policy is to provide access for all children to the National Curriculum which is differentiated to meet the needs of individuals.

*We differentiate in all the following ways:*

- By 'setting' – this is where groups of children are reorganised into ability groups.
- By activity – this is when various tasks and activities are set within the classroom to meet the needs of varying groups of children.
- By organisation – when additional adult support is given, or groupings and teaching strategies are arranged to meet certain needs, or when extra resources are provided.
- By outcome – this is when one task or activity is set for all children, but with different expectations of the individual results.

The curriculum for all children is planned collaboratively by teachers working together in year groups. Planning and differentiation are monitored by subject coordinators and the Senior Leadership Team.

Where appropriate, children are given additional support from the school's resources. This will vary dependent on the nature of the children's needs and the school's priorities. Some additional provisions that have proved successful in the past are:

- Learning Mentors working with a number of individuals and small groups.
- Speech and language groups.
- Teaching Assistants used in classrooms to work with groups and individuals, supporting their learning.
- Children in Years 5 and 6 trained to be Playground Friends supporting children who are feeling upset or isolate, as well as initiating group games.
- The Breakfast Club providing breakfast and opportunities to develop social skills before school.

## **2.4 Arrangements for Inclusion**

We are committed to the DfE's and Hackney's policy of inclusion of children with SEND within mainstream schools and our own school policies reflect this. All school policies are underpinned with an understanding that all children shall be included in all areas of the curriculum wherever possible.

We recognise that inclusion for all is a social process, one enabling children to be able to value each other within the school and the wider community. In order to achieve this, we have set up many initiatives, including; Playground Friends, Learning Mentor groups and Circles of Friends.

Parents/Carers and outside professionals are consulted about the most suitable ways of including pupils with special educational needs in all aspects of school life.

## **2.5 Evaluation Arrangements.**

The policy is considered to be a working document, open to comment and reviewed regularly according to changing circumstances and political/educational weather.

Various INSET needs are reviewed regularly during Headteacher/SENCO meetings and in SLT meetings. The SEND Governor visits the school to monitor the SEND process and provide feedback to the governing body. The governor's report on the success of the SEND policy and its practice is in the annual report to parents.



## **Section 3: Information about the school's staffing policies and partnership with bodies beyond the school.**

### **3.1 SEND in-service training for staff**

Priorities will be identified in the school's Development Plan and through ongoing discussion with staff.

Training needs identified in performance management will also be noted and addressed.

*SEND INSET takes the following forms:*

- Attending courses held by the Hackney Education Services for teachers and support staff, at the Professional Development Centre (PDC).
- School INSET days.
- Opportunities for discussion with the EP, Specialist Teachers, Speech and Language Therapist and other professionals.
- Ongoing discussion of individual children's needs with the SENCO.

### **3.2 External support services.**

In supporting children with SEND we liaise with other educational and professional agencies which include:

- *Educational Psychology*
- *Inclusion Team Specialist Teachers.* Our children with EHC Plans may be supported by specialist teachers from this team. They work in class with the children and/or may withdraw them for individual or group sessions.
- *Speech and Language Therapy.* Therapists come into school for a designated number of days per term depending on the current needs of the children. They observe and assess children, offer advice and recommendations on appropriate provision, run speech and language groups and support members of staff who are running language groups.
- *Occupational Therapy and Physiotherapy Services.* Therapists come into the school to assess children and offer advice and recommendations on appropriate provision.
- *Child and Adolescent Mental Health.* Children are referred to this service for psychiatric, psychotherapeutic or counselling support.
- *Pupil Referral Unit.* Is available to children on a short or permanent basis who have had a number of exclusions and are at risk of continued or permanent exclusion from school.
- *Peripatetic Teachers for Hearing and Visually Impaired Children.* They observe pupils, offer strategies, support parents and may be invited to review meetings.

### **3.3 Partnership with parents/carers.**

We recognise that parents/carers know their children best and have a great deal to contribute in terms of knowledge and experience. We believe that children learn best when parents and carers and the school work in close partnership. This involves both parties valuing each other's views and acting in a transparent and straightforward manner. We are available to meet with parents/carers formally through arranged meetings and 'open evenings' and informally after school as is convenient. Parents and carers are encouraged to support their children's learning through home reading and our homework policy. We wish to extend SEND children's SSP targets into the home by formulating 'home actions' for the parents/carers to work on with the children wherever possible.

Parents and carers are involved at every stage of the SEND profiling system procedures. We aim to show parents/carers that we need their knowledge and support to enable us to give the best quality of support to their children. They provide valuable information about their children – medical concerns, behaviour, attitude to school, sleeping patterns and so on. We also wish to convey that their concerns are recognised and shared by us.

We make sure that any written communication is friendly and clear. We can sometimes arrange for translators to be available at meetings.

We make every effort to ensure that our communications from school to home regarding children whose behaviour gives cause for concern is of a positive nature, rather than constantly negative. We aim to inform parents/carers when a child behaves well.

### **3.4 Links with other schools, including Special schools and arrangements for transition between schools.**

At the beginning of each new school year, the SENCO meets with class teachers to inform them of the SEND children in their class. Receiving class teachers also liaise with the previous class teachers, though both these above processes are considered to be ongoing, ensuring good practise and good teaching.

When a child moves to another school, SEND records are passed on. The SENCO will make contact with a receiving school, and the previous school of an incoming child, if deemed necessary or if further information needs to be gathered or imparted.

When preparing for secondary transfer, the parents are offered guidance and are encouraged to visit a number of schools so that they can reach an informed decision. The year 6 class teacher liaises with receiving Secondary schools. Records, including SEND files, are passed on in July. The SENCO will liaise with a receiving schools' SENCO if deemed necessary.

If a child with an EHC plan is moving to a special school, or to Jubilee Primary School, the SENCO will arrange a visit to either school with the child and parents/carers as necessary. We welcome back children who have left our school to visit their old classes and class teachers.

If a child is moving to Jubilee Primary School, we encourage at least one visit, with parents/carers and TAs, if applicable. We also wish receiving class teachers to visit the incoming child wherever possible, to smooth the transition.

### **3.5 Links with the health services, social services and the voluntary sector.**

*In supporting SEND and included children we liaise with the following organisations:*

- *Health Service.* The school nurse visits 3 times a week to oversee the writing of Care Plans and to carry-out screenings.
- *Voluntary Organisations.* We approach local and national voluntary organisations for support and advice, for example 'Reach Out'.

*Hackney Local Offer is an invaluable resource where SEN information for the borough is collated:*

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

## **Section 4: Impact on SEND provision due to COVID-19**

### **4.1 Teachers planning home learning**

Teachers will be expected to plan a curriculum to support all pupils who are learning at home. As a school, we understand that some pupils with SEN will find learning at home especially hard and teachers are open to discussing appropriate provision for their pupils to best support them and minimise episodes of emotional dysregulation. As in school, some pupils will be able to access the activities independently, some may need adult support or concrete resources and a smaller number of pupils may need an individualised curriculum to focus on. Again, teachers will lead on this with support from the SENCO and external professionals if needed.

## **4.2 Supporting working from home**

If a parent is finding it hard to engage their child in home learning they should:

- Speak to the class teacher, as an encouraging message and regular check ins could help
- Speak to the class teacher or SENCO to ask for a social story
- Focus on motivating activities and follow their child's interests – the school's SENCO can support with this

## **4.3 Staff absences and cover arrangements**

At times, members of our staff may be asked to isolate. This obviously has an impact on the provision we can provide for our pupils. The school has a cover protocol in place to redirect staff to pupils who need the higher levels of support to manage a range of needs, including:

- Intimate care
- Emotional regulation
- Communication and language
- Cognition and learning

We understand that our pupils make the most progress when they feel safe and happy and we will try to assign pupils to adults that they know. If this is not possible, teachers and the SENCO can arrange a handover to make sure key information is shared.

## **4.4 External agencies visiting school**

External professionals play a hugely important role in supporting our pupils to make progress. They also provide our staff with support in assessing and planning provision which motivates our pupils with SEN.

Currently, external professionals are being allowed on school premises to support our pupils and staff, making sure to:

- Sanitise or wash their hands on arrival
- Sign in, stating how they travelled to school
- Wear a mask when working with pupils
- Arrange with the SENCO a private space to work, where a reasonable distance can be maintained

Each service has their own risk assessment stating what safety measures the external professionals should put in place to minimise risk to themselves and or pupils.