



## **Nevill Road Junior School**

<b>Title</b>	<b>SEND Policy</b>	<b>Version</b>
<b>Author</b>	<b>Nevill Road Junior School</b>	<b>October 22</b>
<b>Approved by</b>	<b>Curriculum and Standards Governing Body</b>	<b>February 22</b>
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## **Principles and Philosophy**

At Nevill Road Junior School we value every child as an individual and recognise that all children, whatever their academic ability, can achieve and have success. We are committed to providing an environment for learning for each pupil and fully inclusive teaching for all. We have an inclusive policy and aim to help **all** children to gain access to a broad and balanced curriculum and to reach their full potential as detailed in NRJ's equality objectives.

We encourage in all members of our school, a code of positive behaviour, which promotes consideration for a tolerance of the needs of others (*see Behaviour Policy*). We believe that every child should feel able to make a valued contribution to school life in order that self-esteem can develop. We aim to build each child's self-esteem using a positive and inclusive approach, while ensuring the setting of realistic, achievable goals which are closely monitored and reviewed in a timely manner.

We respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require a range of strategies to facilitate learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

## **Special Educational Needs and Disability (SEND)**

The SEND Code of Practice (2015) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the local authority, other than special schools in the area.

## The SEND Aims of the School

Our aims at Nevill Road Junior School are rooted firmly in the belief that every teacher is a teacher of every child, including those with special educational needs. This school provides a broad and balanced curriculum for all children that is designed to enable all children to go on to participate fully in society.

We aim:

- To ensure that the additional needs of children are identified, assessed and provided for as early as possible in their school career;
- To teach all children in line with the Entitlement Framework
- To provide an adapted curriculum appropriate to the individual's needs and ability through the provision of an inclusive environment.
- To fully integrate children with Special Educational Needs and Disability (SEND), giving them full access to the National Curriculum;
- To raise the aspirations and expectations for all pupils with special educational needs;
- To focus primarily on the outcomes for children alongside hours of provision or support;
- To make clear the roles and responsibilities of staff in providing for children's additional needs;
- To work in partnership with parents, child and appropriate agencies.
- To ensure that SEND pupils are involved in decisions affecting their future SEND provision and their school experience.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## Nevill Road Junior School SEND Policy Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- 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 and Disabilities Coordinator (SENDCo) who will work with the SEND Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To teach all children in line with the Entitlement Framework  
<https://stockport.fsd.org.uk/kb5/stockport/fsd/advice>

## Identifying Special Educational Needs

The SEND code of practice details four broad categories of need. They are as follows:

### Communication and interaction

**6.28** Children and young people with **speech, language and communication needs (SLCN)** have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them. Every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

**6.29** Children and young people with **ASC (Autistic Spectrum Condition) including Asperger's Syndrome and Autism**, are likely to have particular difficulties with social interaction. They may also experience

difficulties with language, communication and imagination, which can impact on how they relate to others

### **Cognition and learning**

**6.30** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including **moderate learning difficulties (MLD)**, **severe learning difficulties (SLD)**, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to **profound and multiple learning difficulties (PMLD)**, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

**6.31 Specific learning difficulties (SpLD)**, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

**6.32** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**6.33** Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools –see the References section under Chapter 6 for a link.

### **Sensory and/or physical needs**

**6.34** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with **vision impairment (VI)**, **hearing impairment (HI)** or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for young people with a vision and/or hearing impairment is available through the Social Care for hearing/visually impaired Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

**6.35** Some children and young people with a **physical disability (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers.

The purpose of identifying a child's needs is so that the school can work out what action is needed rather than to just fit a child into a category. At Nevill Road Junior School we identify the needs of pupils by

considering the whole child, which will include not just the special educational needs of the child but their other needs too. This is done in consultation with parents and carers.

Having set out the broad categories of need there are also factors which are **NOT SEND** but which may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour as a need does not necessarily describe SEND but can be an underlying response to a need.

### **Roles and Responsibilities**

#### **The Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

The Head teacher and the governing board have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs and Disabilities Coordinator (SENDCo).

**The SENDCo for Nevill Road Junior School is Jenni Topham ([jenni.topham@nevillroad-jun.stockport.sch.uk](mailto:jenni.topham@nevillroad-jun.stockport.sch.uk))**

According to the SEND Code of Practice 2015 the key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school’s SEND policy;
- Co-ordinating provision for children with SEND;
- Co-ordinating Annual Review meetings for children with an EHCP and termly reviews of children that are on the SEND support register and their families;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- Advising on the graduated approach to providing SEND support;
- Ensuring compliance with the Entitlement Framework;
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively;
- Liaising with parents of pupils with SEND;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;

- 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;
- Ensuring that the school keeps the records of all pupils with SEND up to date.

### **Pastoral Care**

**The Learning Mentor is Miss Tanya Smith (tanya.smith@nevillroad-jun.stockport.sch.uk)**

- Children with pastoral difficulties are identified during SEND Review meetings with the SENDCo or through discussions with class teachers
- The Learning Mentor co-ordinates pastoral support for the children identified.
- The Learning Mentor acts as lead professional for Team Around the Child (TAC) meetings.
- The Learning Mentor liaises with parents and relevant external agencies in determining how to best meet the needs of the child.

### **The SEND Governor**

The SEND Governor has a responsibility to liaise with the SENDCo and monitor the participation and progress of the pupils with SEND.

**The SEND Governor for Nevill Road Junior School is Mr Andrew Earl.**

### **Staff Responsibility for SEND**

**All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL.

- All staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

All staff at Nevill Road Junior School will have due regard for the Special Needs Code of Practice (2015) when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

**Designated Lead for Pupil Premium is Mrs Judi Cliff.**

### **Supporting Pupils at School with Medical Conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have Special Educational Needs (SEND) and may have a statement or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- The school has a policy in place to support pupils at school with medical conditions

**The member of staff responsible for meeting the medical needs of pupils is Keeley Hopkins.**

**The Designated Teacher with Specific Safeguarding Responsibility is Mrs Judi Cliff (Head Teacher)** and her Deputy is Nicola Jordan, Deputy Headteacher. However, all staff have a duty to report any concerns in their absence.

**All staff can be contacted via the school office on 0161 439 4598.**

### **A Graduated Approach to SEND Support**

Nevill Road Junior School has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

### **Quality First teaching**

Quality first teaching is the responsibility of all teachers at Nevill Road Junior School. All teachers adapt their teaching to meet the needs of all children in their class and children are assessed regularly to ensure that they are making progress. At Nevill Road Junior School all class teachers will adapt work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs, in line with the Entitlement Framework.

In deciding whether to make special educational provision, the teacher and SENDCo should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. Pupils who require further classroom support are given additional small group and sometimes individual interventions or early intervention programmes. These children are placed onto the **SEND monitoring list**. If two terms of early intervention support does not assist pupils in making expected progress, advice from specialist services is sought and it may be deemed that some pupils may need 'additional to or different from' learning experiences. These pupils, under the Code of Practice (2015) are known as needing **SEND Support**.

### **SEND Support**

The class teacher will meet with the parents to complete a SEND Support Plan for the child. This identifies the child's strengths, areas of need and strategies that support learning, along with SMART targets (small, measurable, achievable, realistic, time constrained) for the child's progress to be measured against. This will then be implemented and reviewed in the following term with parents. Children who have a SEND Support Plan will be placed on the **SEND Register**.

**Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff.**

If limited progress has been made after two cycles of targets and reviews, or at any relevant point in the support process, it may be decided to seek advice from outside agencies in order to better support the child's needs. The SENDCo will collate all information relating to the child and will seek permission from the parent to make a referral to a particular service. If the criteria are met then the relevant agency will support the child and provide an Individual Plan that will be reviewed after a period of intervention by the professional who set it, in consultation with the class teacher and parents.

Referrals may be made to the following agencies:

- Primary Jigsaw
- Primary Inclusion Service
- Occupational Therapy
- Speech and Language
- Educational Psychologist Service
- Mosaic
- Youth Offending Team
- Ethnic Diversity Team
- Autism Team
- CAMHS (Child and adolescent mental health service)

### **Criteria for Exiting SEND Support**

When a child consistently meets the outcomes set on their SEND Support Plan and is no longer receiving support that is 'different from or additional to' their peers, they will be removed from SEND Support. Their progress will continue to be monitored closely by the class teacher. At this point they will come off the SEND register. The SEND register is updated throughout the year.

### **Managing Pupils' Needs on the SEND Register**

The SEND register details all the children who are receiving SEND support and the interventions being used. It is regularly updated and each child's needs and progress is closely monitored. Children on the register will have an individual SEND Support plan targeting the particular area where they require 'additional to or different from' support.

Those pupils identified with additional needs will receive support in one or more of the following ways:

- Teaching Assistant (TA) support
- Adapted teaching, modified timetable, environment
- A specific intervention program

There is a core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

The level of provision required to support an individual child is decided by using progress data and outcomes from ongoing assessments. If progress data and observations indicate that provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. If it is felt that it is appropriate to request additional funding the school, with parental and external agency support, will commence the statutory assessment process to apply for an Education, Health and Care Plan (EHCP).

### **Formal Assessment for an Education, Health and Care Plan (EHCP):**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/ or disability of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The SENDCo is responsible for collating all evidence relating to a child's progress through the preceding stages which will include attainment levels from outside agencies such as LSS or the Educational Psychologist, along with evidence of how the school has supported the child and the views of parents and the class teacher. This evidence is sent off to the Local Authority for Formal Assessment.



If the local authority is in agreement with the school, outside agencies and parents, an Education Health and Care Plan may be issued.

Each Education, Health and Care Plan is individual to the child. It is the school's responsibility to fulfil the terms of the plan. This will be reviewed at least annually: the SENDCo is responsible for organising interim and annual review meetings for all concerned parties where the child's progress towards the outcomes, as outlined on the plan, is discussed. At every stage the views of the child and parents/carers will be sought and valued. The class teacher is responsible for creating an EHCP Access Plan. This identifies the child's strengths, areas of need and strategies that support learning, along with SMART targets (small, measurable, achievable, realistic, time constrained) for the child's progress to be measured against. These targets will be linked to the outcomes identified on the EHCP and will then be implemented and reviewed in the following term with parents. At the annual review meeting it will be decided if the current level of support is adequate, needs to be continued for a further year or if the child's needs could now be met within school at SEND Support level.

Children with an Education Health and Care Plan or statement of SEND are supported on an individual basis by TAs employed by the school from the funding delegated by the Local Authority for this purpose.

**To ensure children with SEND are able to access assessments the school follows DfE guidelines and the responsibility for monitoring this belongs with the Head teacher.**

### **Partnership with Parents**

Nevill Road Junior School firmly believes in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

At the first stage of the process it is important that parents are informed of the concerns which the school has about the child's difficulties. The nature of the child's needs should be discussed sensitively with the parents and they should be given the opportunity to provide any background information or information regarding external influences which may be affecting their child.

Parents will be asked to contribute to the child's learning/behaviour targets at home, with the class teacher, and the SENDCo where appropriate, providing suggestions or materials.

Parents will be informed of their child's progress by receiving regular copies of evaluations of progress and copies of the new targets that have been set.

Parents of children with SEND will be invited into school for review meetings to discuss their child's progress with the class teacher, SENDCo and members of support services involved in their child's education as appropriate.

### **Supporting Pupils and Families**

**Useful information for parents of pupils with special educational needs:**

The school's offer (SEND Information Report) can be found on our website:  
<http://nevilleroadjunior.co.uk/>

Information on admission arrangements and accessibility can also be found on our website in the 'Parents' tab on the 'Home' page under 'Policies'.

The Local Authority Local Offer can be found at:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

The Entitlement Framework can be found at:

[https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page;jsessionid=121BDA8B4AEB6094CCB5E392ED5DF2AC?id=Uc-vb\\_eXkRM](https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page;jsessionid=121BDA8B4AEB6094CCB5E392ED5DF2AC?id=Uc-vb_eXkRM)

Stockport Local Authority provides advice and support about special educational needs issues. Information can be found at:

[www.pipstockport.org](http://www.pipstockport.org)

[www.togethertrust.org.uk](http://www.togethertrust.org.uk)

Stockport Information, Advice and Support Services Network for SEND:

<http://cyp.iassnetwork.org.uk/service/iass-stockport/>

Contact IPSEA (Independent Parental Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk)

Stockport Parent Partnership Service: [www.stockportcypdisp.org.uk/ourservices/parentpart/](http://www.stockportcypdisp.org.uk/ourservices/parentpart/)

### **SEND Transition**

The SENDCo has a close working relationship with the SENDCo in the Infant school. Transition review meetings are held throughout the year and support packages put in place for the children to aid their transition to the Junior School.

The transfer of children between the Infant school and the Junior school – most of the children at Nevill Road Infant School transfer to Nevill Road Junior School on our shared site – is managed through a well-planned programme of transition visits and activities, led by the Lower Key Stage 2 Phase Leader in liaison with the Learning Mentor, class teachers and the SENDCo. Information is shared between staff and parents attend induction meetings at the Junior school.

Transition to Secondary School:

- The SENDCo liaises with secondary schools to arrange any additional transition necessary on an individual basis and the passing on of information for children with SEND.
- For children in Year 5 with an EHCP a transition review will be held to offer parents advice and support on secondary school choices and plan future provision to inform the EHCP on transfer. A member of staff from the Statutory Assessment Team at the Local Authority will be invited to the review.
- During the summer term the SENDCo will arrange a transfer review with the secondary school for children in Year 6 with an EHCP.

Where children transfer to another school before the end of Key Stage 2 we ensure that information and data is passed quickly and securely to the new school.

### **Monitoring and Evaluation of SEND**

The Head teacher and leadership team regularly and carefully reviews the quality of teaching for all pupils by undertaking work scrutiny, lesson observations, pupil voice and analysis of pupil progress. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and also their knowledge of the types of Special Education Needs and Disabilities they most frequently encounter. Where necessary, the school nurse, Children's Services, Educational Psychologists and other appropriate outside agencies will be contacted and liaised with in order to maintain the appropriate provision for a child with additional educational needs.

### **Training and Resources**

Training around SEND is accessed for all staff as appropriate to ensure the needs of children are met to the best of our ability. Priority areas are addressed through our annual CPD (continuing professional development) programme for staff. Local Authority training is accessed by relevant teaching assistants and teachers. All training needs highlighted through the involvement of other agencies are taken where possible.

### **Storing and Managing Information**

**The school stores and handles records in accordance with DfE guidelines.**

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. Information collected about a child's SEND will be kept in different places according to its nature but it is always confidential and will only be communicated to involved persons with the knowledge and agreement of the child's parents, the Head teacher or the SENDCo.

Each teacher has copies of the individual plans relating to the children he/she teaches in a class SEND file. The SENDCo has copies of all information in individual files in a locked filing cabinet and electronically on a secure system.

### **Accessibility**

Our Accessibility plan is available on our school website <http://nevillroadjunior.co.uk/>

### **Bullying**

Please see the school's Anti-bullying Policy.

### **Dealing with complaints**

If you, as a parent, are concerned about any aspect of your child's education regarding SEND, please contact the class teacher, the SENDCo or the Head teacher (headtacher@nevillroad-jun.stockport.sch.uk) as soon as possible.

Written information about a formal complaints procedure is available from the school office.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (2015)

- Equality Act 2010: advice for schools (DfE, Feb 2013)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Teachers Standards (2012)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Accessibility Plan
- Stockport Local Authority: SEND Guidance for schools (September 2016)

### **Reviewing the policy**

The policy is reviewed annually by the governing board.