



Special Educational Needs and Disability Policy

**"I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit"
(John 15:5)**

This is a model policy for all Vine schools that has been reviewed and adapted for Great Clacton Church of England Junior School

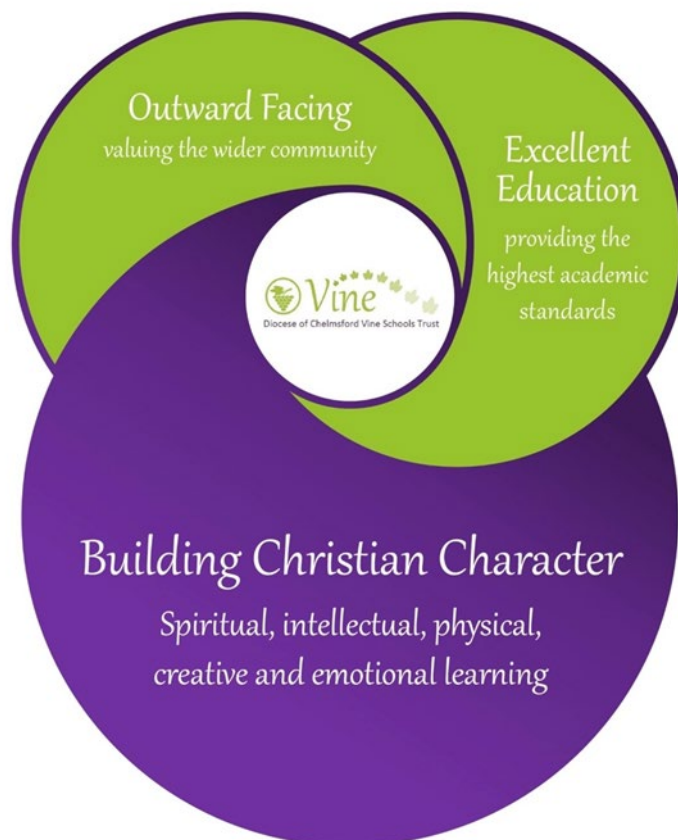
It should be considered alongside the SEND Information Report

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Vision & Values

- V** **Valuing every person**
- I** **Inspiring great teaching**
- N** **Nurturing academic excellence and Christian Character**
- E** **Excelling, unlocking great potential**



Changes to previous edition: This is a new policy

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1.Vision

Let your light shine Matthew 5:14-16

Our vision for each member of our community stems from Matthew 5:14-16

*“You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, **let your light shine** before others, that they may see your good deeds and glorify your Father in heaven.”*

In our school, we listen and work with children, families and organisations outside the school to make sure we are providing the support, encouragement and challenge to help children with Special Educational Needs to:

- achieve and learn alongside their peers
- feel good about themselves and have confidence in their own abilities
- develop and use their talents and abilities for the benefit of all
- care for and respect themselves and others and the world around them.

2.Objectives of the policy:

- To ensure the school fulfils its purpose of being a truly inclusive school.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum suited to the individual’s needs and ability.
- To identify pupils requiring SEND provision as early as possible in their school career.
- To ensure that parents/carers of children with SEND are involved in a meaningful way in our plans, actions and reviews of provision.
- To ensure that SEND pupils are listened to and involved in setting goals, looking at progress, expressing what they find helpful and of interest and reviewing their progress.

3. Legislation and guidance

This policy and information report 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

4. What do we mean by Special Educational Needs?

A child has special educational needs if they have a learning difficulty or disability resulting in:

- A significantly greater difficulty in learning than the majority of the 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

Currently this is under the four broad headings of:

Communication and Interaction
Cognition and Learning
Social, emotional and mental health

Physical and sensory differences

We have a graduated approach to special educational needs provision in line with the Code of Practice.

At all stages, we work with parents, listen to their views, find out information from them and to discuss /seek permission before any referral is made to an outside agency (with the exception of Social Services, in the case of certain safeguarding issues.)

5. Roles and responsibilities

The SENCO

The SENCO is Mrs Kate Nunn, office.gtclaton@dcvst.org 01255424906 option 2

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governance member

Mrs Tosca Boothman tosca.boothman@dcvst.org

They will

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

The Executive Headteacher

The executive headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

6. Admissions

We ensure that all pupils with special educational needs but without EHCPs (Education and Health Care Plans) are treated as fairly as all other applicants for admission (as set out in the Code of Practice). A child with an Education and Health Care Plan (EHCP) that names our school will be admitted irrespective of our normal admissions criteria.

7. Allocation of resources

The school receives funding from Essex Local Authority for most children with special needs within our general school budget, as an amount referred to as “devolved funding”. An individual amount is also given for those children who have very high-level needs, usually requiring specific one-to-one support. The funding is used to provide the support from learning support assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for Special Educational Needs, to provide cover for meetings and to provide administrative salary costs. Funds received for a child with an Education and Health Care Plan will be allocated to provision for that child, as described in the Plan, although where provision for a number of children can be usefully combined, this will happen, in accordance with Local Authority advice.

8. Facilities for vulnerable pupils, those with SEN or who are disabled

We have a wellbeing hub within our school which can be utilised for all pupils at various points within the day and is used to deliver specific interventions for children identified as needing additional support. This policy should also be read in conjunction with our equality policy.

9. Identification and review of pupil needs

- We work closely with families – parents and carers are the ‘experts’ on their child, so we encourage them to tell us as much as possible when the child joins our school. This helps us to start to build up a picture and put provision in place.
- We work closely with other settings, professionals and organisations to help build a picture of a child’s needs – for example, pre-schools, medical staff, voluntary agencies and the specialist teacher team. We ask parents before actively seeking information from other people.
- We also build a picture of needs by looking and listening – sometimes a child’s needs have been identified before they start school here, but sometimes the needs emerge during their time with us. All of our teaching staff are continually assessing children’s progress through day-to-day work and it is often when a child’s progress is slower than usual that is the first indication that some extra support may be needed. In these cases, the teacher will normally ask the SENCO to observe the child or choose to do some one-to-one work with the child to explore the barriers in more detail. We will then contact parents to discuss next steps including, if necessary, asking for advice/support/information from other organisations.

We do not seek to (nor are we qualified to) diagnose specific conditions – rather we look at barriers to learning and ways to overcome these. Sometimes this will include discussing with parents whether a referral to a more specialist external agency is appropriate and this may result in a diagnosis of a specific condition. We will continue to look at the barriers and ways to overcome them, rather than the label.

- Pupils’ needs and our provision are constantly being reviewed, through monitoring, looking at data and listening to children, staff and parents. We work on a cycle of plan-do-assess-review. We welcome parental engagement in this and will, invite parents to meet with the class teacher and SENCO at least twice a year to review what we are doing and next steps. Every effort is made to listen to parents and to invite them to contribute their views. Children are actively encouraged to participate in the assessing and reviewing process,

too. This process is very important to us and is sometimes referred to as 'One Planning' or a 'Person-Centred' approach.

10. Approaches to teaching SEN

Add school arrangements here – but could include;

We firmly believe that most SEN provision should take place within the child's classroom, as part of quality first teaching. This involves differentiated planning which means work is adapted to meet the needs of the child; teachers will also decide whether children will work independently or grouped and whether or not an adult is needed to work with them. We employ a high number of learning support assistants. The SENCO is there to support, advise on, monitor and help evaluate all aspects of SEN provision. This provision may include extra staff time with a pupil, providing alternative learning materials or special equipment, group support and time spent co-ordinating, on development and training and liaison with other support services.

Individual and small group that may take place in addition to whole class work could include:

- Interventions to target English and/or maths specific to the needs of the child
- Speech and language work.
- Work to develop fine and gross motor skills and improve co-ordination.
- Social skills work.
- Work with children with social and emotional needs who may find school a very difficult place and need some nurturing in a smaller setting for a period of time.

11. How progress towards outcomes is assessed

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- Observation and feedback by Senior Leaders, including SENCO
- Pupil's views
- Parent's views
- Pupil progress (measured by success in meeting individual targets, use of standardised tests, evidence from review meetings, quantitative and qualitative data linked to specific interventions)
- Views of external professionals

12. Staff Development

Staff are encouraged to maintain and improve their knowledge and expertise in relation to SEN. Some in-school training takes place, in line with individual and whole school needs, led by school staff or outside providers. Staff also attend external courses or obtain further qualifications through different study routes. We also develop staff by sharing good practice and demonstration, observation and feedback. Close links are maintained with other settings to ensure good practice is shared and incorporated.

13. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

14. Links with support services

We work very closely with different agencies and health services, including:

- Specialist teacher team
- Educational psychology service
- Medical officers
- Occupational health
- Physiotherapy services
- Speech and Language team
- Hearing and visual impairment services
- The local authority
- Health visitors
- Pre-schools
- Children's centres
- Social Services
- Other schools and partnerships – Child First Trust, South Tendring Primary Partnership, Trauma Perceptive Practice Hub

15. How support is offered in moving between phases

We recognise the importance of ensuring children move between different phases of their education smoothly. This involves working closely with families, pre-school and secondary schools, as well as the school ensuring that an effective handover meeting takes place at the end of each academic year, so that provision is in place to help children progress as soon as they start in their new class.

16. Monitoring & Review

This policy will be monitored by the Vine Schools Trust and the SLT/ SENCO through analysis of a range of pupil data. A parental questionnaire may be used to analyse parental attitude to the One planning process.