

BUXTON JUNIOR SCHOOL



SEND Policy

This policy was agreed by the Governing Body:

Signed by: (Chair of Governors) Date:

Minute Number Date for Review:

This policy will be reviewed at least annually

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

in line with the SEND Code of Practice 2014

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

- Equality Act: advice for schools DfE (Last updated June 2018)
- SEND Code of Practice 0 – 25 (Last updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Last updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (last updated July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (last updated December 2021)

The SENCO at Buxton Junior School is Rebecca Hewison and the Headteacher is Ros Carter. Both can be contacted via the school office on 01298 22156.

The SEND Governor is Victoria Whitehouse. She can be contacted through Buxton Junior School office on 01298 22156.

Aims

Buxton Junior School is committed to providing an appropriate and high-quality education for all pupils. We believe all pupils, including those identified as having special educational needs, have an entitlement to a broad and balanced academic and social curriculum whilst being fully included in all aspects of school life. We ensure that all children are equally valued in school and strive to eliminate prejudice and discrimination through developing an environment where all children can flourish and feel safe.

Buxton Junior School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices which include all learners. We aim to engender a sense of

community and belonging, and to offer new opportunities to learners who come from many varied backgrounds.

This does not mean that we will treat all learners in the same way, but that we respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy outlines the way we meet the needs of children who experience barriers to their learning, which may relate to sensory/physical impairment, learning difficulties, emotional/social development, or factors in their environment, including the learning environment they experience in school.

At Buxton Junior School, we work together with parents to identify and meet these needs as they arise, and endeavour to provide teaching and learning contexts which enable every child to achieve his/her full potential.

Buxton Junior School sees the inclusion of children identified as having special educational needs as a matter of equal opportunities and we model inclusion in our staffing policies and in our relationships with parents/carers and the community.

This policy is made accessible to all staff and parents to aid the effective co-ordination of the school's SEND provision.

The Governing Body, through the SEND Governor, liaises closely with the SENCO and the Headteacher. The SEND Governor and SENCO will meet to discuss and monitor:

- relevant documents and legislation
- admissions
- continuing professional development (CPD)
- the progress of EHC Plans or Inclusion Panel Funding
- the role of the LA in providing resources to meet the needs of children who are funded through the enhanced resources
- finance for SEND
- the success and relevance of the curriculum for children with SEND

The SEND Governor will report back to the Governing Body and will be the initial contact for any grievances or complaints that may arise.

Objectives

- To ensure SEND legal requirements and guidance are implemented effectively across the school.
- To ensure equality of opportunity and eliminate prejudice and discrimination against children with special educational needs and/or disabilities.
- To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated teaching by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to adapted classroom provision for those pupils recorded as having SEND support, and regularly monitor the effectiveness of this provision, making amendments when needed.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and the inclusive provision in school is positively valued and accessed by staff and parents/carers.
- To ensure that we can meet the needs of as wide a range as possible of children who live in our

catchment area.

- To enable children who move on from us, are well equipped in the skills of literacy, numeracy and social independence and are able to meet the demands of secondary school life and learning.
- To ensure co-production is embedded in our practice through working in partnerships with parents, children and other professionals and viewing each member as an equal stakeholder.
- To follow the principle of person-centered planning by involving the children themselves in planning and in any decision making that affects them.
- To promote individual confidence and to maintain a happy, caring ethos in which children develop a positive attitude to learning.

Identifying Special Educational Needs

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2020). This states:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The SEND Code of Practice (2020) suggests assessment of possible SEND should be broad and incorporates the following:

- teacher assessment and experience of the pupil
- previous progress and attainment, in comparison to peers and national data
- current in school progress, attainment and behaviour
- the views of the pupil and parents/carers
- external advice (where relevant)

The four broad areas of SEND are as follows:

Communication and Interaction

Most children with special educational needs have strengths and difficulties in the areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum; they may also apply to some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

Cognition and Learning

Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, require specific programmes to aid progress in cognition

and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and those on the autistic spectrum. Some of these children may have associated sensory, physical and behavioural difficulties that compound their needs.

Social, Mental and Emotional Health

Behaviour is no longer identified as a specific need; a child or young person's behaviour should be explored as an underlying response to a need. Buxton Junior School supports the emotional and social development of all children in the following ways:

- We have a Well-being Coordinator.
- The school also employs two Family Resource Workers, Jo Sassanelli and Dawn Williams, who will meet with parents who have concerns about their child's emotional, social or behavioural needs, either in school or at home. They will work closely with the families directly and/or with the school to try and resolve these issues.
- Buxton Junior School is an Attachment and Relationship Aware School (ARAS). The SENCo and Headteacher completed training with the Derbyshire Virtual School on attachment and relationships, and this training is central to the development of our Positive Relationship Policy.
- Early Help Assessments may be carried out to support families.
- We can refer to Compass/CAMHS (Child and Adolescent Mental Health Service).
- We can support parents to contact other agencies, such as CAMHS.

Sensory and / or Physical Needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties, some with associated physical difficulties. For some children, the inability to take part fully in school life causes significant emotional stress or physical fatigue.

Waves of Intervention

At Buxton Junior School we identify the needs of children in Waves from 1-3.

Wave 1 includes all children in school, their needs can be met through 'Quality First' teaching, where teaching practices are adapted to individual needs. The needs of all children are considered, with high expectations for all. Short term support is included in Wave 1, e.g., filling gaps in knowledge. Wave 1 is supported by whole school policies.

Wave 2 is more targeted at pupils with SEN specifically. There could be access to specialist resources within the school, such as identified interventions, nurture groups, therapies, and some 1:1 support. The graduated approach cycles of 'Assess, Plan, Do, Review' will monitor and keep all involved informed of the pupil's progress.

Wave 3 is where external specialists may be asked to advise on more specialised support, where a pupil has not progressed as well as expected with the current additional support and/or where a pupil is needing high levels of support and/or a bespoke curriculum. Additional funding may be sought for pupils at Wave 3. If a pupil has an EHCP, subsequent cycles of the graduated approach in addition to annual reviews will monitor the progress the pupil is making.

The SEN Register

Pupils on Wave 2 and Wave 3 will be placed on the SEN register. These pupils will have a pupil plan/target which uses the graduated approach (assess, plan, do, review) to identify and meet their needs. Parents/carers will be invited into school for two SEND meetings in the Autumn and Spring Term and will have a SEND phone call in the Summer Term.

Pupils are monitored and reviewed on a regular basis. Discussions with teachers, parents and outside agencies may lead us to removing a pupil from the SEN register. (This would only take place in agreement with his/her parent/carer.)

Supporting Pupils and Families

The Children and Families Act 2014 came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire. The [Derbyshire Local Offer](#) includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Working in Partnership with Parents/Carers

Buxton Junior School believes that a close working relationship with parents/carers is vital to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision.
- b) continuing social and academic progress of children with SEN.
- c) academic and social/emotional targets are set and met effectively.

If a pupil has additional learning needs which are not able to be met through the resources available within school, parents/carers will be supported with accessing additional support. Parents/carers will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and will be fully consulted on points of action drawn up regarding provision for their child.

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, 2018. A medical condition does not necessarily mean a child will be on the SEND register. However, some pupils may also have SEND and have an Education, Health and Care Plan (EHCP) which brings together education, health and social care needs.

All pupils in school who have a medical condition have a Health Care Plan which drawn up in consultation with and agreed by parents/carers. The school has a 'Supporting Pupils at School with Medical Conditions Policy', which was written in line with the guidance published by the DfE (August 2017). (A copy of this can be obtained from the school office.)

Access to the Environment (see also School Accessibility Plan)

Buxton Junior School is a single-site school, with one external classroom. All classrooms are accessible for

wheelchair users, as are all doorways throughout the site. This includes widened doorframes and slow-closure fittings on each door.

We have made sure that there is good lighting and safety arrangements for all visually impaired pupils. Children requiring equipment due to impairment will be assessed to gain the support they require. Details of our plans and targets on improving environmental access are contained in our Accessibility Plan.

Monitoring and Evaluation of SEND

To make consistent and continuous progress in relation to SEND provision, the school encourages feedback from staff, parents/carers and pupils throughout the year. We hold termly discussions and termly meetings with parents/carers.

Pupil progress will be monitored on a termly basis.

Interventions are monitored and evaluated regularly by the SENCO and maths, English, and wellbeing coordinators and information is fed back to staff, parents/carers and governors and this helps to identify whether provision is effective.

The Leaders' Report (presented at full governor's meetings) outlines SEND provision and progress. The governor responsible for SEND regularly comes into school and meets with the Headteacher/SENCO to discuss provision for SEND pupils.

Training and Resources

The SEN provision in school is funded by the Local Authority. We are given a notional sum of money as part of the school's block budget. These funds are allocated according to need and available resources. Any additional funding a child may receive comes directly from the Local Authority.

To maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Newly appointed teachers and support staff undertake induction. This may, where appropriate, include meeting with the SENCO who will explain the systems and structures in place around the school's SEND provision and practice and discuss the needs of individual pupils.

The school's SENCO regularly attends local SENCO cluster meetings to keep up to date with local and national updates and to participate in training.

Roles and Responsibilities

The SEND Governor takes guidance from 'The Governor Handbook' (September 2014), p49 & 50.

Teaching and Learning Assistants at Buxton Junior School have all been involved in professional development to support the teaching and provision for children with additional needs and /or require extra support.

As Designated Safeguarding Leads (DSL) Ros Carter, Jo Sassanelli, Marie Dowling, and Rebecca Hewison have specific responsibility for the safeguarding of children in school, including those with medical conditions.

As SENCO, Rebecca Hewison holds details of all SEND records for individual pupils.

All staff can access:

Buxton Junior School SEND Policy

A copy of the full SEN Register

Guidance on identification of SEN in the Code of Practice

Information on individual pupils' special educational needs, including pupil's targets

Practical advice, teaching strategies, and information about types of special educational needs and disabilities

Information available through Derbyshire's SEND Local Offer

Through this, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Parents can ask to see any documents we hold in school about their child under the Freedom of Information Act. Buxton Junior School fully complies with this act and a copy of the school's Information Management can be accessed through the school office.

Complaints Procedure

The school operates an open access policy for parents/carers, and regular communication between school and home will ensure that concerns are promptly acted on, and we ask that parents/carers speak to school in the first instance to resolve any issues that may arise. Where this has not happened, parents/carers may, if they wish, make a formal complaint by contacting the Headteacher or, if this fails to resolve the issue, the Governing Body. Our Complaints Procedure, available from the school office or the school website, details the complaint procedure in more detail.

This policy should be read in conjunction with the documents outlined at the beginning of the policy and alongside our School's Accessibility Plan, Anti-Bullying Policy, Positive Relationship Policy, and Safeguarding and Child Protection Policy.