

# Jennett's Park CE Primary

## Special Educational Needs and Disabilities (SEND) Policy



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## **Aims**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Jennett's Park CE Primary School, we are proud of our distinctive ethos and our caring atmosphere, where everyone is encouraged to feel part of a strong family, all working together to meet the needs of all our children. We aim for all our pupils to grow into well-rounded, happy and curious learners in an environment where they feel safe and well supported. We want for children to live life in all its fullness (John 10:10).

For children who find any parts of their learning or development particularly difficult, pupils with SEND at Jennett's Park want the school to help them:

- Make progress in their learning
- Always show our Owl Learning Behaviours (Challenge, Optimism, Perseverance, Pride, Independence, Collaboration, Managing Distractions)
- To be happy and feel part of school life
- Have friends
- Never give up and persevere so that they can be the best they can be

## **Parents of pupils with SEND at Jennett's Park want the school to aim to support their children to:**

Get the best possible education through which they make good progress and achieve the best possible results

- Be independent
- Be confident
- Have strong friendships
- Develop and build on their natural abilities and strengths
- Behave well

## **Staff at Jennett's Park Primary School aim to:**

- Support children in achieving their personal targets
- Develop pupils' independence
- Develop and strengthen children's overall well-being by helping them to feel valued, build self-esteem and confidence and develop strong friendships
- Ensure good progress from their individual starting points across all areas of the curriculum and child development milestones
- Fully include children in all areas of school life and deliver the National Curriculum at their level
- Support children in achieving the best possible results
- Secure the best possible understanding of a pupil's SEND in order to effectively meet their needs
- Develop pupils' positive learning attitudes and behaviours

## **OBJECTIVES**

In order to achieve the aims of the SEND policy, staff work collaboratively to:

1. Consult and involve pupils and their parents/carers in planning and decision making at all stages
2. Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible
3. Assess pupil's abilities and needs and set appropriate targets
4. Plan and deliver personalised provision to address the specific needs of the pupil as well as taking steps to ensure that they can access the full curriculum
5. Make optimum use of all available resources for fullest possible inclusion
6. Make adjustments to teaching and learning strategies in light of a pupil's needs
7. Liaise, where appropriate, with external agencies

## **Legislation and guidance**

This SEND Policy, in conjunction with the school's Local Offer, outlines the provision made by the school to ensure that all those pupils who have a special educational need/ disability have their needs met and the two documents serve as the school's SEND Information Report. They comply with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#): 0 to 25 years, and have been written with reference to the following guidance and document and legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- Equality Act 2010: guidance for schools (DfE, Feb 2013)
- Special Educational Needs and Disabilities Regulations (2014)
- Statutory Guidance on Support pupils at school with medical conditions (April 2014)
- Safeguarding and Child Protection Policy (Jennett's Park CE Primary School)
- Behaviour Policy (Jennett's Park CE Primary School)
- Anti-Bullying Policy (Jennett's Park CE Primary School)
- Admissions Policy (Jennett's Park CE Primary School)

## Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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
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Pupils may experience difficulties across one or a combination of the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The 2014 SEND Code of Practice: 0 – 25 years defines that special educational provision is educational or training provision “where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that generally available to pupils of the same age by mainstream schools.”

## Roles and responsibilities

### 5.1 The SENDCo

At Jennett's Park school, we have two SENDCo positions to support and lead across the school.

EYFS and KS1 SENDCo - Mrs Gemma Robinson  
KS2 SENDCo – Mrs Seema Ilyas

They will:

- Work with the Headteacher and SEND 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board 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 SEND up to date

### 5.2 The SEND governor and governing body

The SEND governor and governing body will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCOs to determine the strategic development of the SEND policy and provision in the school

### 5.3 The Headteacher

The Headteacher will:

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

### 5.4 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 SENDCOs to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 6. SEND information report

### 6.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 6.2 Identifying pupils with SEND and assessing their needs

At Jennett's Park CE Primary School we assess each pupil's current skills and levels of attainment on-entry, which will build on previous settings and Key Stages, where appropriate. Class teachers make termly assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We 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.

### 6.3 Consulting and involving pupils and parents

On identifying a concern, or receiving a new starter with additional needs, we 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. We will formally notify parents when it is decided that a pupil will receive SEND support and be recorded on the SEND register.

### 6.4 Assessing and reviewing pupils' progress towards outcomes

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

The class teacher, led by the SENDCO will 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 and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **6.5 Supporting pupils moving between phases and preparing for adulthood**

Where children are making transitions between classes, year groups and phases, teachers make a decision on how best to support each individual. Examples of additional support offered include additional visits to the new classroom, extra opportunities to meet and interact with the new classroom adults and transition booklets with photographs to prepare for and encourage discussion around new locations and staffing. Transition booklets will be sent home for families to discuss prior to the change, as well as in school. Where necessary, social stories deemed may also be used to explain and prepare for changes. Where learners are moving to a new setting we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All new starters to our school have a transition meeting with the Headteacher to meet the families and discuss needs.

### **6.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We also provide arrange of interventions, including, but not limited to the list below:

- Precision teaching
- Words First
- Better Reading Partnership
- Emotional Literacy Support Assistant
- Numicon support
- Toe by Toe
- Speech and Language support (Including ELKLAN)

### **6.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Following advice of outside professionals on appropriate resources and approaches for individuals

### **6.8 Additional support for learning**

We employ a number of teaching assistants who are trained to deliver interventions such as Precision Teaching and Words First.

Teaching assistants will support pupils on a 1:1 basis when completing specific 1:1 interventions such as those suggested in speech and language reports. 1:1 support may also be given where Educational Health Care Plan recommendations suggest this to be suitable.

Teaching assistants will support pupils in small groups when a number of children need support on the same objectives.

Where possible, our sessions are planned flexibly to allow the Teaching assistant to support the class while teachers carry out smaller group support in class.

Adult support in school is not always directed towards those finding learning difficult as we recognise that support may be needed to stretch and extend the learning for high ability learners to challenge themselves sufficiently.

We work with the following agencies to provide support for pupils with SEND:

- Bracknell Forest Behaviour Support Team

- Bracknell Forest ASD service
- Bracknell Forest School nurse services
- Bracknell Forest Speech and Language
- Sensory Consortium
- Bracknell Forest Support For Learning Service

### **6.9 Expertise and training of staff**

We have two SENDCO's with over 20 years' experience as a teacher.

They are allocated 1.5 days a week to manage SEND provision.

We have a team of over 18 teaching assistants, including 5 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in dyslexia, attachment, FAGUS childhood development programme, behaviour, physical intervention, first aid, English and Maths

We use employ an Education Psychologist on one day each week. The Education Psychologist is directed by the SENDCOs to provide support in a range of SEND elements across the school. These include training and mentoring for teachers to best adapt their Quality First Teaching to challenge all learners, observing and giving recommendations on interventions, adaptations and support for individual learners and support our SENDCOs to allow all learners to make progress.

### **6.10 Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 to 12 weeks, dependent on intervention guidelines
- Using pupil questionnaires
- Monitoring by the SENDCOs
- Using provision maps to measure progress
- Termly assessment of attainment
- Holding annual reviews for pupils with statements of SEND or EHC plans

### **6.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability. Jennett's Park accessibility plan is available on the website.

### **6.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development and pupils with SEND are encouraged to be part of the school council to ensure that their voice is heard.

To provide emotional and social support, our staff are trained by Robin Launder at the start of each year to follow his 'Behaviour Buddy' tips and strategies. We also have a Family Support Worker within school to work alongside family units where additional support may be needed for the whole family. We employ a Creative therapist and an ELSA to ensure that where emotional support is needed, time and understanding from trained staff is available.

We have a zero tolerance approach to bullying.

### **6.13 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **6.14 Contact details for raising concerns**

Our school system for communicating concerns has a number of layers to ensure that parents feel heard. In the first instance it is best to arrange a meeting with your child's class teacher to make concerns known. Following this meeting, if you feel that concerns have not been adequately addressed, you may wish to request a meeting with the relevant SENDCO for your child's year group.

If concerns continue after SENDCO involvement, please contact the Deputy Head. If you still feel your concern has not been appropriately addressed, please refer to the Complaints Policy.

In order to request a meeting with a member of staff, please contact the office to arrange [secretary@jennettspark.bracknell-forest.sch.uk](mailto:secretary@jennettspark.bracknell-forest.sch.uk)

### **6.15 The local authority local offer**

The School's Local Offer provides further detail regarding the identification and assessment of, the school's approach to teaching and the monitoring progress of pupils with SEN. It can be found on the school's website.

<http://www.jennettspark.bracknell-forest.sch.uk/>

Details of Bracknell Forests' Local Offer can be found here

<https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs/send-local-offer>

### **7. Monitoring arrangements**

This policy and information report will be reviewed by Gemma Robinson and Seema Ilyas, joint SENDCOs, **biannually**. It will also be updated if any changes to the information are made during the timeframe.

It will be approved by the governing board.

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

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints