



NETLEY ABBEY JUNIOR SCHOOL SEN and Disability Policy Information Report

Shirley Nicholas-Bond
Signed: _____
Dated: _____

Chair of Governors:
Signed: _____
Dated: _____

Review Cycle	Annually
Policy prepared by/Reviewed by	Jo McCusker
Committee responsible	Governing Body
Statutory/Discretionary/School	Statutory
Date of latest FGB approval	
Date of review by committee	
Date of next review by FGB	

1. Aims

At Netley Abbey, we are committed to giving all our children regardless of their specific needs, the opportunities to 'be the best they can possibly be'. We aim to be as inclusive as we can, with the needs of pupils with Special Educational Needs and/or Disabilities being met within a mainstream setting.

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
- The School response to Special arrangements in relation to COVID-19 are attached in in Appendix 1

2. 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, guidance and documents.
- [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 Advice for schools](#) which gives Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act.

Definitions

A pupil has SEND if 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

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Jo McCusker.

The Assistant SENCO, Miss Katie White supports the SENCO in the day to day provision of education for pupils.

They will

- Coordinate provision for children with SEND.
- Advise on the graduated approach for providing SEND
- Ensure that the school keeps up to date records of all pupils with SEND
- Liaise with potential next providers of education and external agencies.
- Contribute to in-service training of staff.
- Manage the specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Contribute to performance management of teaching assistants.
- Work with the link SEND governor to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

4.2 The SEND governor

The SEND Governor is Mrs Sarah Thomas who is also the Autism Ambassador for the school.

The SEND governor 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 SENCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The headteacher is Mrs Nicholas-Bond

The headteacher will:

- Work with the governing body to determine the appropriate staffing and funding arrangements for pupils with SEND.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Every Class Teacher is a Teacher of SEND and is responsible for:

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- Planning and delivering the curriculum in a way that includes children of all levels of ability and setting suitable learning challenges for all.
- 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 SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Children with SEND will have needs and requirements, which may fall into at least one of four areas:

- Communication and interaction. E.g. speech and language difficulties, autistic spectrum disorder.
- Cognition and learning. E.g. Dyslexia.
- Social, Emotional and Mental Health Difficulties. E.g. attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying pupils with SEND and assessing their needs

Many pupils with special educational needs will have been identified at KS1, and SEND records are passed to us.

We will 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 will make regular 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

Children may also be identified through concerns raised by parents or other relevant adults. .

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

5.3 Consulting and involving pupils and parents

We believe that a close working relationship with parents is vital in order to ensure:

Continuing social and academic progress of children with SEND to enable personal success.
Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Where possible, parents are invited to attend meetings with external agencies involving their child and are kept up to date and consulted.

If a child is on the SEND register they will have an Individual Education Plan (IEP) which will outline the help they are receiving. Intervention targets will be set and discussed on a termly basis. Parent will be given a copy of the targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that they will achieve the target by the time it is reviewed.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of pupils, parents and teachers. Advice from external support services will also be considered.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, strategies, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review

Do

The class teacher remains responsible for working with the child on a day-to-day basis, even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Advice and support with further assessment will be provided by the SENDCo.

Review

Reviews of a child's progress will be made at least termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, and when appropriate, their parents. In consultation with parents and the pupil, outcomes based on the pupil's progress and development will be reviewed, making any necessary amendments going forward.

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise that transitions can be difficult for some children and we take steps to ensure the transition is as smooth as possible.

When moving between classes at Netley Abbey Junior School:

Information will be passed on to the new class teacher in advance and a planning meeting will take place. All SEND profiles will be shared with the new teacher.

A social story may be written to support your child in changing class.

Communication passports are completed by all children with SEND.

When children join us in Year 3:

We run a tailored transition programme where children will have an opportunity to make at least two additional visits to the school. As part of the transition programme, children make a booklet to take home which will contain photos of their teachers and other important aspects of their new school. Where possible, a key member of staff will also visit your child in their current school. For some pupils who have significant needs, a Transition Partnership Agreement (TPA), may be completed to talk about current support and any additional support which may be needed to help your child move to Netley Abbey Junior as smoothly as possible. Extra visits to the school may be arranged.

When children are preparing to leave us for a new school, typically to Secondary education:

Our 'feeder' secondary school, The Hamble School, run a programme specifically tailored to aid transition for the more vulnerable pupils. If possible, we arrange additional visits to other schools. We contact the SENDCo and ensure he/she knows about any special arrangements or support your child is currently receiving. A Transition Partnership Agreements may be completed if your child has complex needs. Secondary school staff will be invited to Annual Reviews for pupils with an Education Health Care plan or a SENSA.

5.6 Our approach to teaching pupils with SEND

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

If appropriate, we will discuss with you any referrals to outside agencies to support your child's learning.

We provide a wide range of interventions including;

- Precision Teaching
- TRUGS
- Zones of Regulation
- THRIVE!
- Rapid Reading
- Phonics
- Cued Spelling
- First Class at Number
- Success at Arithmetic

5.7 Adaptations to the curriculum and learning environment

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

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- Lessons are planned 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, coloured overlays, visual timetables, larger font, etc.
- Teaching will be adapted, for example, scaffolding work, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- A range of adaptations can be made to assessments to support your child. More formal arrangements may be made to Key Stage 2 SATs Tests.
- If your child has a physical disability or sensory impairment, then environmental adaptations may be necessary. Access to specialist equipment or advice from outside agencies such as the school nurse or Specialist Teacher Advisors relating to their disability may also be sought.

5.8 Expertise and training of staff

Our SENCo is fully qualified with years of experience in supporting children with SEND. She is also a qualified assessor of Dyslexia and a trainee well-being practitioner. Our Assistant SENDCo has completed the National Award for Special Educational Needs Coordination.

- Whole school training on SEND issues such as Autism, Well-Being, Speech and Language difficulties or individual training courses are provided to support the teaching and learning.
- Staff receive ongoing training which is relevant to the needs of specific children in their class. E.g. from Special School Outreach service or Specialist Teacher Advisory Service.
- A member of the learning support team offers support and advice for pupils with fine and gross motor difficulties.
- We have two members of staff trained as Emotional Literacy Support Assistants (ELSA's) who receive regular support from the Educational Psychologist.
- A member of the support team have been trained in delivering Speech & Language programmes.
- A number of teachers and LSAs are Team Teach trained to support children with behavioural difficulties.
- Our LSAs have training in delivering reading and spelling / phonics programmes.
- A Behaviour for Learning Lead provides a bridge between home and school.

5.9 Securing equipment and facilities

- We ensure that all children's Special Educational Needs are met to the best of the school's ability with the funds available.
- We have a large team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. Children who have the most complex needs are given the most support, often involving an LSA.
- All resources, training and support are reviewed regularly and changes made as needed. Resources are allocated according to individual needs within the school budget.
- Children with an EHC Plan may have specific allocations in terms of resources and additional adult support. These will be met in full.

5.10 Evaluating the effectiveness of SEND provision

The success of the policy and provision will be evaluated using the following criteria:

- Feedback from parents and staff, both formal and informal.
- Learning Walks and monitoring of classroom practice by the Senior Leadership Team.
- A reduction in the percentage of pupils with very low attainment.
- A narrowing in the gap of the attainment of pupils with SEND.
- Analysis of pupil data and test results for individual pupils and for cohorts
- An increase in the percentage of pupils with SEND meeting end of year national expectations.
- School self-evaluation
- Visits from LEA personnel and Ofsted inspection arrangements.

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

All children are included in all parts of the school curriculum and we aim for every child to be included on school trips. We will provide the necessary support to ensure that this is successful. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school

5.12 Support for improving emotional and social development

We provide support for pupils to improve their well-being and to recognize, express and manage their emotions in the following ways:

- Friends 4 Life
- Nurture Group
- THRIVE!
- Zones of Regulation
- Lunch Club
- Lego Club
- Catch-up time
- ELSA (Emotional Literacy Support Assistant) and
- FEIPS (Framework for Enhanced Individual Pastoral Support)

5.13 Working with other agencies

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Primary Behaviour Service;

- Health: GPs, school nurse, paediatricians, speech & language therapists; Communication & Language team; Occupational Therapists, Child and Adolescent Mental Health Service (CAMHS);
- Social Services: - social workers and Educational Psychologists, Early Help Hub.
- Specialist Teacher Support Services: physical disabilities, hearing impairment and visual Impairment.

You will be asked to give your permission for the school to refer your child to a specialist.

5.14 Complaints about SEND provision

- If you have any concerns, you should initially speak to your child's class teacher.
- If your concerns are not resolved, you should speak to the Special Educational Needs Co-ordinator (SENDCo) or Head Teacher.
- There is a school SEND Governor available if you feel your concerns need to be taken further. Any unresolved issues at this stage will be managed using the school's complaints procedure.

5.16 Contact details for raising concerns

Our SENDCo, Mrs Jo McCusker is part of the Senior Leadership Team.

Our Associate SENDCo, Miss Katie White, is responsible for pupils who are on the SEND Register in Year 5

Email: admin@netleyabbey-jun.hants.sch.uk

Tel – 023 8045 3731

The school SEND governor is Sarah Thomas who can be contacted via the school office.

5.18 The local authority local offer

Along with all other local authorities, Hampshire have set out a local offer of all services available to support children with SEND or disabilities, including education, health, social care and leisure services. The Local Authority offer enables families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector.

It has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available
- To make provision more responsive to local needs and aspirations.

More details on Hampshire's Local Offer can be found [here](#).

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. 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
- Safeguarding Policy
- Netley Abbey Junior School Special Educational Needs and Disability (SEND) Information, which can be found on the school website. <http://netleyabbey-jun.hants.sch.uk/wp-content/uploads/2014/09/Netley-Abbey-Junior-School-Local-Offer.pdf>