



Glebe Junior School

Special Educational Needs and Disability (SEND) Policy

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Glebe Junior School

Special Educational Needs and Disability (SEND) Policy

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1.0 Introduction

This policy outlines how Glebe Junior School will provide an inclusive environment for the benefit of all children attending the school.

It is recommended that this policy is read in conjunction with the School Accessibility Plan and *Supporting children with Medical Conditions* document.

1.1 What is Inclusive Education?

Inclusive education is a process where teaching and learning is adapted to the needs of the child, not the child fitted to the system. All children are treated equally, with the same expectations.

At Glebe Junior School, we recognise that there are different groups with different needs and that as a school we will work together to ensure all needs are met to avoid exclusion.

As an inclusive school, we promote education which values and accepts all children as equal members of the school community. We acknowledge children have the right to achieve as much as they can in their academic, physical, social and emotional development. Our SEND Policy reinforces the need for teaching that is fully inclusive.

1.2 Inclusion and the Governing Body

The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

1.3 Inclusion of Adults and Pupils

It is recognised that there are discrete groups of adults working within the school who need to feel included, supported, valued and have equal opportunities in the same way as children. We aim to put in place strategies and procedures to ensure everyone feels included as equal members of the school team. Identified groups of adults include:

- Governors
- Teachers
- Teaching Assistants
- Administration Staff
- Cleaning staff
- Parents
- Parent Helpers
- Student Teachers
- Young people on work placement
- Visiting Professionals

2.0 Aims and Objectives

At Glebe Junior School we aim to:

- Ensure that all pupils have access to a broad and balanced curriculum, including access to the Foundation Stage.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all pupils requiring SEND provision as early as possible in their school career.

- Ensure that no child is discriminated against on the grounds of disability, learning difficulty, race, religion, gender or social background.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- Ensure that SEND pupils are able, where practicable, to access extra-curricular activities.

Our 'We Will Policy'

- We will ensure the special educational needs of children are identified, assessed and reviewed using the graduated response as outlined in the SEND Code of Practice; following a cycle of Assess, Plan, Do, Review.
- We will work within the guidance provided in the SEND Code of Practice 2015.
- We will establish effective systems of early identification through internal and external assessment and regular liaison between class teachers and the Inclusion team.
- We aim to secure good learning outcomes for all by meeting individual needs through a wide range of provision adapted according to need.
- We will carefully map provision for all vulnerable learners to ensure that staff deployment, resource allocation and choice of intervention is leading to good learning outcomes. We will ensure that all members of staff have appropriate training, support and clear guidelines for their duties and responsibilities regarding children with SEND.
- We will work in cooperative and productive partnership with Embark Federation, the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- We will "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).
- We will publish a SEN information report; this information is published on our website.
- We will ensure that parents and carers are involved in the process of identification and assessment of their child's additional needs and in the process of supporting them and monitoring their progress.
- We will create a child centred approach where the child's voice is heard and equally considered during the process of identification of their special educational needs and during the process of support and monitoring.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

3.0 Definition of Special Educational Needs

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Glebe Junior School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - in expressing themselves or understanding what others are saying
- Cognition and Learning - in acquiring basic skills in school
- Social and Emotional Mental Health - making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

4.0 Staffing

The SEND team of the school is:

Headteacher:	Mr S Watson
SENDCO:	Mrs R Whelpton
SEN Governor:	Mrs Z Presland
SENDCO assistant:	Mrs R Squires

5.0 Admissions

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

In common with other maintained schools, the Local Authority (Derbyshire County Council) administers admissions into the school.

6.0 Allocation of Resources

The school has a budget allocation for mainstream SEN. The Headteacher/Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Resources for SEN are managed by the SENDCO in conjunction with all teaching and support staff.

Glebe Junior School has focus rooms for the use and support of Intervention Programmes, Speech and Language Support and other outside agencies.

7.0 The use of ICT

In line with the developments of ICT resources and skills, All children, including children with SEND children have access to laptop computers.

8.0 Identification, Assessment and Provision

At Glebe Junior School we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

8.1 Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Foundation Stage profile scores and their progress against the criteria contained in the 'Ages and Stages' documentation
- Their performance in Curriculum subjects judged against assessment requirements.
- Pupil progress in relation to the Curriculum objectives in English and Maths

8.2 Assessments Across the School

Assessments made will be through:

- Observations
- IT software e.g I Track
- Records from feeder schools and outside agencies etc.
- Information from parents
- Foundation stage assessments
- Foundation stage profiles
- Target setting
- Pupil tracking
- Formal standardised assessments

9.0 Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. For example, pupils might need special equipment or interventions to meet their specific needs.

Identifying Special Educational Needs According to the SEN Code of Practice 2014 there are four broad areas of need:

Communication and interaction,
Cognition and learning,
Social, emotional and mental health,
Sensory and/or physical.

At Glebe Junior School, we monitor all children at least termly to review their learning and progress. Where expected progress is not being made academically or emotionally, the school's system for observing, assessing and tracking the progress of individual children may highlight concerns. Concerns regarding possible Special Educational Needs may arise when a child who despite receiving differentiated learning opportunities makes:

- little or no progress;
- shows signs of difficulty in developing English or mathematics skills;
- presents persistent social, emotional, mental health or behavioural difficulties
- has communication and / or interaction difficulties and makes little or no progress
- has physical, sensory or medical needs and makes little or no progress or which require special equipment and intervention from a specialist service.

9.1 SEND Monitoring

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required. This can be characterised by progress which:
 - 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
- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENDCO should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SEN register.

9.2 SEND SUPPORT

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Target Planning and Reviewing document which will be shared with staff, parents and the pupil.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility 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 ensure links with classroom teaching. The SENDCO will support with further assessment of the pupils strengths and weaknesses.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

10.0 Referral for an Education, Health and Care Plan (EHC) or Graduated Response for Individual Pupils (Inclusion Panel Funding)

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment or application for inclusion panel funding which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan or Inclusion Panel funding will combine information from a variety of sources including:

- Parents
- Teachers
- The pupil
- SENDCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derbyshire County Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan or GRIP . Parents have the right to appeal against a decision made by the Education, Health, Care Assessment panel.

Further information about EHC Plans and Inclusion funding can be found via the Derbyshire Website

11.0 Education, Health and Care Plans

- a) Following statutory assessment, an EHC Plan may be provided by Derbyshire County Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC Plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

12.0 SEND Provision

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriately differentiated learning programmes. For pupils with identified SEND the SENDCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments, provide regular feedback on achievements/ experiences for planning next steps in learning
- Involve parents in a joint home-school learning approach

12.1 The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/teaching assistant, through a differentiated curriculum
- Periods of withdrawal to work with a teaching assistant.
- In-class support with adult assistance
- Attendance at a specialised withdrawal room within the school e.g. Teaching Assistant supporting children with speech and language.
- Consideration of a part time timetable if required and in agreement with parents
- Attendance at specialised interventions off site.

13.0 English as an Additional Language

For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

14.0 Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support for mainstream pupils. Adequate progress is that which:

- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

15.0 Record Keeping

The school will record the steps taken to meet pupils' individual needs. The class teacher/SENDCO will maintain the records and ensure access to them. The school record will also include:

- Information from parents
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

16.0 Partnership with Parents

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

The school aims to work in partnership with parents and carers.
We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome

- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Derbyshire Information Advice and Support Service for SEND (Parent Partnership) organisation.

<https://www.derbyshireiass.co.uk/home.aspx>

17.0 SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The School's INSET needs will be included in the annual School Improvement Plan.

18.0 Achieving Educational Inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We do this through:

Teaching and Learning

We analyse the attainment of pupils to ensure that all pupils achieve as much as they can. We also use formative assessment to help plan lessons, taking into account the abilities of all children. Where a child falls just below the expected level, targets are taught and learnt that will enable that child to accelerate their achievement. Where the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work which is in line with that child's individual needs. This means that some children will work at a Curriculum level below that which is age appropriate.

Teachers supported by Teaching Assistants will ensure that all children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the difference they see in others;
- Take responsibility for their own actions;
- Participate safely, in clothing appropriate to their religious beliefs;
- Are taught in a variety of groupings, within mixed ability classes, that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Teachers supported by Teaching Assistants will ensure that work for disabled children and children with additional needs:

- Takes account of their pace of learning and the equipment they use;

- Takes account of the effort and concentration needed in oral work, or when using, for example vision aids or sign language;
- Is adapted or offered alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Includes approaches that allow hearing-impaired children to learn another language (Spanish) or about sound in science and music, visually-impaired children to learn about light in science and to use visual resources and images both in art and design, and technology, and enables physically impaired children to access in PE;
- Uses assessment techniques that reflect their individual needs.

19.0 Evaluating the Success of our SEND Policy

The SEN Governor will meet at least annually with the SENDCO and the governor will report annually on the success of the policy against the specific objectives which are given under 'The SEND Aims of the School' at the beginning of this policy. The school adopts the Revise, Revisit, Refine and Refresh approach to ensure that the school is successfully meeting the needs of SEND pupils and parents as well as suitable training and supporting staff.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

Considering the views of:

- Teachers
- Parents
- Pupils
- External Professionals

Progress will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- Use of standardised tests – SATs, Foundation profile scores
- School tracking systems

In addition the school will publish an annual SEND Information Report which can be viewed on the schools website which details the key SEND information for the year.

20.0 ROLES AND RESPONSIBILITIES

20.1 The Role of the SENDCO

The SENDCO support plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Ensuring the implementation of and adherence to the current SEN Code of Practice within school
- Leading School's referral for EHCP and Inclusion Panel Funding assessment
- Coordinating and Chairing meetings to review SEND children's progress including Statutory Annual Reviews

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing and reviewing annually the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that the SENDCO is:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Making contribution to INSET.

20.2 The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Making sure that the school has an up to date SEND Policy, reviewed annually.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to parents on the SEN budget.

20.3 The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the Teacher, whose responsibilities include:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the Special Educational Needs Co-ordinator (SENDCO) as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible

progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Developing constructive relationships with parents.

20.4 The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEN within the school.
- Working closely with the SENDCO/SEN team.
- Informing parents of the fact that SEN provision has been made for their child alongside the SENDCO.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Discussing the SEN Budget with the Governing Body.

20.5 Teaching Assistants

Their responsibilities include:

- Working closely with teachers.
- Agreeing with SENDCO and class teachers suitable strategies for the successful inclusion of special needs children in the mainstream environment.
- Help to deliver individually tailored programmes of support for children under the guidance of teacher and SENDCO.
- Ensuring on-going liaison with class teachers in order to monitor each child's progress and effectiveness of these programmes of work.
- Liaising with teachers/SENDCO in order to provide suitable interventions.
- Contributing to the planning and preparation of schools activities and visits;
- Contributing to the training and assessment of work experience students;
- Helping to organise and participate in meetings with parents/carers;
- Contributing to the development and delivery of targets;
- Assisting with resolving behavioural and emotional problems of children;
- Sharing records with parents, carers and other professionals where appropriate;

21.0 Complaints Procedure

The school's complaints procedure can be reviewed in full on the schools website <http://www.glebe.derbyshire.sch.uk/>

The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

22.0 Links with External Agencies/ Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils. Derbyshire County Council Local Offer webpage is a good source of support and information about services locally

that can be very helpful to families it will signpost you to other useful agencies and services. <http://localoffer.derbyshire.gov.uk/>

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy.
- Occupational Therapy
- School's Early Help Key Worker
- Physiotherapy Service
- Professional training for school staff to deliver medical interventions
- Derbyshire SEND Advisory service - formerly Parent Partnership (to support families through the SEND processes and procedures).
- School Nurse
- Children and Adolescents Mental Health Team (CAMHS)
- School Paediatrician
- Derbyshire Inclusion Service

In addition, links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Services
- SENDCOs in other Derbyshire schools

23.0 SEND Policy Review

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Paper copy only;
Agreed: (date) 11 November 2024

To be reviewed: November 2025

(signed)
(Designated Governor)