

Church Crookham Junior School

Special Educational Needs and Disability Policy

Name of School	Church Crookham Junior School
Date of Policy Issue/Review	Autumn 2021
Name of Headteacher	Pam Meek
Signature of Responsible Manager/Headteacher	

Introduction	
---------------------	--

The SEND Team comprises of **all** the staff and is led by:

- Emma Purcigo- SENCo (Qualified Teacher completing the National Award in Special Educational Needs Co-ordination – [Code of Practice 2014 6.86, p.108]), Designated Teacher
- Amy Bateman–Deputy Headteacher (Qualified Teacher who has completed the National Award in Special Educational Needs Coordination - [Code of Practice 2014 6.86, p.108])

“All children and young people are entitled to an education that enables them to make progress so that they:

- **achieve their best**
- **become confident individuals living fulfilling lives and**
- **make a successful transition into adulthood, whether into employment, further or higher education or training.” (SEND Code of Practice 2014, 6.1 p.92)**

At Church Crookham Junior School it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical

Defining SEND	
----------------------	--

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. By learning difficulty, it is meant that the child or young person has a significantly greater difficulty in learning than the majority of others of the same age, or they have 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. Taken from SEND Code of Practice (CoP) 2014 – introduction xiii,xiv,xv pp. 15 - 16

This SEND Policy, in conjunction with our SEND Information Report, details how at Church Crookham Juniors, we will do our best to ensure that the necessary provision is made for any pupil who has special

Church Crookham Junior School

educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and Objectives	
----------------------------	--

Aims and Objectives

The aims of this policy are to ensure that the school is able:

- to identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- to ensure that every child experiences success in their learning and achieves to the highest possible standard
- to create an environment that meets the special educational needs of each pupil in order that they achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parent/carers and pupils views in order to attain high levels of satisfaction and participations from pupils, parents/carers
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to work in co-operative and productive partnerships with the Local Education Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom for specific interventions.

The Role of the SEND Team	
----------------------------------	--

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff

Church Crookham Junior School

- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEND Register

Identification, Assessment & Provision	
---	--

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important responsibilities.

Monitoring Children's Progress

Children with SEND are identified by the following routes, all of which are part of the overall approach to monitoring pupil progress:

Class teachers and other staff are continually aware of children's learning. Progress of a child who is a cause for concern, despite Quality First Teaching, may be characterized by:

- 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

Parents sometimes ask us to look more closely at their child's learning. All parental requests are taken seriously

The progress of every child is monitored during regular progress meetings. If progress remains a cause for concern class teachers will consult the SEND Team. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Assessing Children

The SEND Team undertake a range of approaches, including observation, gathering views of staff, children and parents, alongside standardised tests. These assessments can be used to inform the teacher's own understanding and assessments of a child. Some causes of concern include, but are not limited to, the following:

- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- has communication and / or interaction difficulties, and continues to make little or no progress
- if a child makes sufficient progress once on the SEN register, they will no longer be on the register but their progress will continue to be monitored closely

Church Crookham Junior School

Although the school can identify special needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they are concerned about a particular condition or disability.

Provision

In order to help children with special educational needs, Church Crookham Juniors has adopted a graduated response.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted, and specific intervention put in place and monitored for a period of up to a term.

If the child's rate of progress is still a concern, teachers may need to consult the SEND Team to consider what else might be done. This may include adding the child to the SEN Register. Parents will again be informed and consulted. The school will record the steps taken to meet the needs of individual children through the use of an Individual Learning Plan and provision map and the SEND Team will have responsibility for ensuring that records are kept and available when needed. This may see us using specialist expertise from an outside agency, if as a school we feel that our interventions are still not having an impact on the individual.

This may include some of the following reasons:

- continues to make little or no progress in specific areas over a long period
- continues working at a level substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of their peers
-

If, despite these steps, progress is still a significant concern, we will refer a child for an Education Health and Care Plan (EHCP), providing the LEA with a record of our work with the child to date.

If, however, a child makes adequate progress they will no longer be on the register. Adequate progress can be identified as that which:

- prevents the attainment gap between the child and his peers from widening (Closes the attainment gap between the child and their peers)
- better the child's previous rate of progress.
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Staff Training	
-----------------------	--

Staff training on how best to support SEND needs, is ongoing through INSET. Specific training needs are identified and external training maybe organised, as appropriate. Staff work closely with the SEND team and external agencies to continually widen their knowledge and expertise.

Church Crookham Junior School

At CCJS we also have a dedicated SEND working group, made up of the SENCo and teachers across year groups, to share and develop good practice. All approaches will also ensure that workload is not unreasonable for staff.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. At all stages of the special needs process, the school keeps parents fully informed and involved taking into account their wishes, feelings and knowledge. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SEND Team through a school email address.

Outside Agencies

Outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Individual Learning Plan continues to be the responsibility of the teacher.

Allocation of Resources

The SEND Team are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Role of the Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body reviews this policy annually and considers any amendments.

Monitoring and Evaluation

This policy is reviewed annually and approved by the governors.

The SEND Team monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Learning Plans for children. The SEND Team and the Headteacher hold regular meetings to review the work of the school in this area. In addition, the SEND Team and the named governor with responsibility for special needs also hold regular meetings.

Church Crookham Junior School

One member of the governing board has specific oversight of the school's arrangements for special educational needs and disability (SEND). This is set out in the statutory [SEND Code of Practice](#) (see page 92), although the code doesn't specify exactly what the role involves. Everyone committee is there to have a deeper understanding and monitor in detail.