



Sandon JMI School Policy for Special Educational Needs, Disability and Inclusion 2017

At Sandon JMI School we have high aspirations and expectations for all of our pupils.

Aims Objectives of the policy

At Sandon JMI School we know that all children are individuals with unique needs. All of our pupils are entitled to an appropriate education, one that provides for their needs, promotes high standards and the fulfilment of potential.

Some pupils require more support than others to achieve the five outcomes of Every Child Matters: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing. Individuals may require extra support through their time in school while others may need extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Using person centred approaches we support all children to access the National Curriculum. It is our aim to:

- Enable every pupil to succeed.
- Give all children (regardless of age, ability, disability, gender, language and social or ethnic background share) the right to a broad and balanced curriculum.
- Provide equality of access to all pupils including those identified as having additional needs within the four broad areas of:
 - Communication and interaction
 - Cognition and Learning
 - Emotional, social and mental health
 - Sensory or physical disability or medical conditions
- Ensure that all members of the school community perceive pupils with SEN positively, and that SEN and inclusive provision is understood to be essential.
- Involve children and their families at every stage of planning and decision-making that affects them.

What is Inclusion?

Inclusion is an on-going process which celebrates diversity and difference. It involves the identification and minimisation of any barriers to learning that may be experienced by pupils in our school. We are determined to provide what each child requires to meet their educational, pastoral and physical needs. We have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Admission Arrangements

We follow county guidelines for admissions arrangements.

Identification, assessment, monitoring and review of pupil needs and progress

As a school we have systems for regularly observing, assessing and recording the progress of all children which are used to identify children who are not progressing satisfactorily and who may have additional needs.

The schools system includes reference to information provided by:

- Baseline assessment results
- Progress is measured against ARE (Age Related Expectations) for each year group
- Progress is measured against the P level descriptors on PIVATs
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP (Education Health Care Plan)
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs
- Regular Pupil Progress meetings with governors in attendance
- Analysis of Assessment Manager 7 and Raise online data

Access to a broad and balanced curriculum

Inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to their individual abilities, needs, talents and personal qualities. We aim to fulfil all children's entitlement to learn (by supporting them in school, enabling them to participate in the life and work of the school to the best of their abilities) whatever their need or disability. We believe in equality of opportunity, with all children having access not only to the taught curriculum, but also to the many enrichment activities that we offer.

Responsibility for co-ordination of SEN provision

We understand our responsibility to identify and address the needs of our pupils. We endeavour to make sure that children with SEN get the support they need, this means we do everything we can to provide SEN support. We ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN.

The designated teacher responsible for co-ordinating SEN provision – the SEN co-ordinator and Inclusion co-ordinator (SENCo/INCo) - is Mrs Emma McGill. The named teacher for Autism is Emma McGill.

Role of the pupil

- With the support of all relevant adults, pupils will endeavour to be fully engaged in the SEN process and their own learning.

Role of the parents and carers

- Engage fully with all relevant professionals involved in their child's SEN provision.
- Attend regular meetings concerning their child.
- Sign and return all agreed relevant documentation involving their child.
- Actively support their child's learning at home.

Role of the class teacher

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Provide high quality teaching, differentiated for individual pupils.
- Identify training needs and inform the SENCo/INCo.
- Identify resources needed to ensure the progress of all children with SEN.
- Take part in regular meetings about pupils in their class with SEN.
- Fully engage with all relevant professionals involved with pupils with SEN in their class.
- Assist the SENCo/INCo in keeping full and accurate records of children in their class with SEN.

Role of the Special Educational Needs Co-ordinator (SENCo)/ Inclusion Co-ordinator (INCo)

- Determine the strategic development of the school SEND and Inclusion policy and provision throughout the school, in liaison with SLT and the governing body.
- Have day-to-day responsibility for the operation of this policy and co-ordination of specific provision made to support individual pupils with SEND including those who have Educational Health Care (EHC) Plans.
- Maintaining provision maps to record all children with Personal Provision Plan and Provision Passports and also recording children who are being monitored.
- Provide professional guidance to colleagues and work closely with staff, parents and other agencies.
- Be aware of the provision of the Local Offer and work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEN.
- Advise on the graduated approach to provisioning SEN support.
- Advise on the deployment of the school budget and other resources to meet pupils' needs effectively.
- Liaise with parents of pupils with SEN.
- Liaise with all agencies involved with children with SEN.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

- Work with the SLT and the governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Prepare, organise and lead INSET when necessary with the support of the SLT.
- Record the provision made for children with SEN, monitoring its impact and the progress made by pupils.
- As part of provision management, to monitor and evaluate the impact of interventions across the school and adapt or change these accordingly.
- Liaise termly with teachers about the children in their class, in terms of their progress, inclusion, needs and reasonable adjustments.
- Inform the SLT about the overall strengths and areas for improvement of Inclusion.
- Keep the Inclusion Governor informed of progress or changes to the policy.
- Inform governors of the progress that has been made each year via a written SEN Report.
- Inform the SLT of any resources that would enhance inclusion.
- Lead and develop the team of TAs in implementing additional provision, in collaboration with the class teacher.

Role of the Headteacher

- The management of all aspects of the school's work, including provision for pupils with SEN.
- Monitor the implementation of this policy.
- Working closely with the SEN personnel within the school.
- Keep the governing body informed about SEN issues.

The role of the governors

- Appoint a designated governor responsible for inclusion within the school.
- Ensure that SEN provision is an integral part of the school RAP (Raising Achievement Plan).
- Ensure that all staff are aware of the need to identify and provide for pupils with SEN.
- Ensure that pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.

- Ensure that there is a qualified teacher designated as Inclusion Co-ordinator. A newly appointed Inclusion Co-ordinator must be a qualified teacher and must achieve the National Award in Special Educational Needs Co-ordination within three years of appointment.

Arrangements for co-ordinating SEN provision

SEN register and provision maps

The SENCo/INCo keeps a register of children receiving SEN support under the four main areas and also keeps up to date provision maps for each year group detailing children receiving SEN support and those being monitored.

We inform parents when we are making special educational provision for a child. We have prepared an SEN Information Report/School Offer (due to be updated May 2017).

Provision Passports and Assess, Plan, Do, Review Documents

Once a child has been placed on the school SEN register, a Provision Passport including a one-page profile and a Personal Provision Plan is created involving the pupil, their parents/carers, staff and external agencies where appropriate. At this meeting a date is also set to review the child's progress in the following term. Parents and pupils receive and sign a copy of the agreed actions from the meeting, detailing targets for the coming term.

During the meeting, progress will be discussed and options for moving forward will be agreed.

Points to be discussed:

1. Outcomes have been achieved - there may no longer be a need for additional support and the child may be taken off of the SEN register to be closely monitored or have reasonable adjustments made.
2. Some progress has been made towards achieving the outcomes - the child continues with the Personal Provision Plan and remains on the SEN register.
3. No progress has been made to achieving some or all of the outcomes - a referral will be made to appropriate external agencies.

Education Health Care Plans (EHCPs)

Children with complex needs may meet the criteria for an Education, Health and Care needs assessment. Requests can be made by either parents/carers or school if a child has not made expected progress despite action having been taken as part of SEN support. All requests require parental consent to be given.

Children who have an EHCP require an annual review meeting to be held every 12 months (or 6 months if the child is under 5 years of age). School staff, parents, specialist services and a representative from the local authority, Hertfordshire County Council, attend this.

Specialist SEN provision

Children and their parents will be involved in decisions about the involvement of specialist services.

The SENCo/INCo works in partnership with a number of specialist services to ensure children receive the provision they need. These services include:

Educational Psychology, Early Years SEND, Communication and Autism, Child Development Centre, Physical and Sensory Impairment, Hertfordshire Steps, Attendance, School Nurse, Occupational Therapy, Therapeutic Play Practitioner, Speech and Language Therapists, Family Support worker, SPLD Outreach, DSPL.

Specialist advice may be sought at any stage of the graduated approach, either for advice on the early identification of SEN and effective support and interventions, or where a child continues to make less than expected progress after appropriate interventions have been put in place.

Facilities and inclusion arrangements

All schools have duties under the Equality Act 2010 towards individual disabled children. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage.

We aim to ensure that the school is fully accessible in terms of access to the curriculum, to the physical environment and in terms of provision of information for members of our school community. Please refer to our accessibility plan.

- The front and rear entrances of the school have ramps.
- There are disabled toilets in both buildings.
- The school car park has a disabled parking space.
- The disabled toilet in the main school has a hoist.

Should circumstances arise in the future requiring additional adaptations or special facilities, the school would consider what reasonable adjustments could be made, given the constraints of finance and efficient use of resources.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children have SEN, their provision will be planned and delivered in co-ordination with the healthcare plan.

Complaints procedure

Should pupils or parent/carers be unhappy with any aspect of provision they should discuss the issue with the child's class teacher in the first instance. Anyone who feels unable to speak to the class teacher or is not satisfied with the teacher's comments should ask to speak to the SENCo/INCo.