

Redbourn Junior School
Special Educational Needs and Disability (SEND) Policy
and Inclusive Education.



REDBOURN JUNIOR SCHOOL SEND and Inclusive Education Policy

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REVIEW RECORD

Name of Policy	Date discussed at Staff Meeting
SEND and Inclusive Education Policy	13.5.15
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date of Review (term and year)
Sarah Charlesworth INCO	Summer 2015
Date Adoption recorded in Governing Body Minutes	Date of Next Review
11.5.15	Summer 2017

COPY OF POLICY KEPT IN POLICIES FOLDER IN HEADTEACHER'S OFFICE

RECORD OF AMENDMENTS	
Page/Clause Amended	Brief Details of Changes

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Special Educational Needs and Disability (SEND) Policy
and Inclusive Education.

Redbourn Junior School values the abilities and achievements of all its pupils, and is committed to providing the best possible environment for learning for each pupil.

The Special Educational Needs and Disability (SEND) and Inclusive Education Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act (2010).
- Schools SEN Information Report (Sept 2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014).
- Safeguarding Policy (2015)
- Accessibility Plan (Jan 15).
- Teachers Standards (2012).
- The National Curriculum in England Key Stage 2 framework document (2013).

This policy was created by the school's Inclusion Manager, Deputy Head, SEND Governor and a number of parents whom have pupils attending Redbourn Junior School with SEND.

SECTION 1: Contact Information and Roles and Responsibilities

Redbourn Junior School
Long Cutt
Redbourn
St Albans
admin@redbournjm.sch.uk
01582 626 489

The roles of the staff at Redbourn Juniors who are involved with children with SEND are:

- **SEND Governor-** Ms Hartley
- **Headteacher-** Mr Hairon
- **Deputy Head-** Mrs Burman
- **Inclusion Manager-** Mrs Charlesworth
- **Designated Teacher for Safeguarding Responsibility-** Mr Hairon and Mrs Burman
- **Responsible for Pupil Premium Grant Lead (PPG)-** Mrs Charlesworth
- **Responsible for Children Looked After (CLA)-** Mrs Charlesworth
- **Responsible for meeting the medical needs of pupils-** Mr Hairon and Mrs Charlesworth
- **Class Teachers-** See website <http://redbournjm.herts.sch.uk/welcome/the-team>
- **TAs/LSAs-** See website <http://redbournjm.herts.sch.uk/welcome/the-team>
- **Pastoral Mentor-** Mrs Morcher

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SECTION 2:

Aim:

At Redbourn Juniors, our overall aim is to provide opportunity for children to:

- Receive an education appropriate to their abilities
- Develop to their full potential both academically and socially
- Overcome their barriers to learning
- Gain an inclusive education which responds to the diversity of pupils and families in our locality

Objective:

- 1. To identify and provide for pupils who have special educational needs and additional needs*
- 2. To work within the guidance provided in the SEND Code of Practice, 2014*
- 3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs*
- 4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy*
- 5. To provide support and advice for all staff working with pupil with special educational needs*

SECTION 3: Identifying Special Educational Needs

(Refer to School Information Report section 1 <http://redbournjm.herts.sch.uk/welcome/statutory-information>)

As stated in the SEND Code of Practice (July 2014) a child is deemed to have special educational needs if he/she has significantly greater difficulties in learning than the majority of their peers.

Redbourn Junior School is an inclusive school and aims to pay particular attention to different groups of children and their needs. These include:

- Having a disability which either prevents or hinders him/her from making full use of the educational facilities provided in school
- Attendance and Punctuality
- Health and Welfare
- Ethnic minority and religious groups
- English as an additional language (EAL)
- Travellers and asylum seekers
- Children in role as a carer
- Looked after or adopted children
- Children entitled to free school meals (FSM)
- Children who have attendance issues
- Being a child of a Service Man/Women
- Being in receipt of Pupil Premium Grant (PPG)
- Children experiencing social, emotional and mental health needs (SEMH)
- More able children

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SECTION 4: A Graduated Approach to SEN Support

The school will provide a graduated response to meeting pupil needs in accordance with the code of practice 2014. This response is where a pupil is identified as having SEN, the school will aim to take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

We believe families play a key role in the graduated approach to SEN Support. Please see the School Information Report: School Offer (<http://redbournjm.herts.sch.uk/welcome/statutory-information>) section 3.

SECTION 5: Managing Pupils Needs on the SEN Register

Teachers in our school plan carefully to meet the learning needs of all our children. It is the school's aim that teaching makes learning challenging & enjoyable. The children are stimulated through curriculum enrichment and all of their lessons are clearly differentiated to suit their individual needs. Extension tasks are provided by all teachers as part of this differentiation. For the more able children, teachers provide activities that require higher order thinking skills. Teaching Assistants (TA's) and Learning Support Assistants (LSA's) are trained and deployed appropriately in order to support children's learning.

The school understands that children learn in different ways. Teachers ensure that lessons provide a range of learning styles (visual, auditory, kinaesthetic) to meet the needs within their classroom. The Staff provide and use displays as a teaching tool to stimulate, motivate and reinforce learning. Children are set personal targets in English & Mathematics. In all subjects, they are given opportunities to develop their learning through discussions with staff and their peers. Lessons often involve whole class, group and paired discussion and work is sometimes carried out in this way. Independent learning is also promoted. Teachers use a variety of resources to aid learning and there are specific resources (e.g. slopes, coloured overlays, etc...) which are provided for some children who have a specific need. ICT is used regularly as a tool in all lessons.

Groups are provided to support and develop children in reading, writing, speaking and listening, maths and social skills. Some children are offered an extension to their learning by attending groups at another organisation. Specialists may be bought in such as teachers from secondary schools and visiting artists/authors, etc. Money from the Local Authority (LA) may be used to provide one-to-one or small group, tuition for targeted children in English and Mathematics.

Redbourn Junior School offers opportunities for children to develop specific skills and talents through extra-curricular activities and through peer modelling and coaching. It is believed that learning outside the classroom is valuable to all children so the school ensures that trips of educational purpose take place. It is also encouraged that children continue with their learning at home so suggested activities are provided for parents and children to work together. At times, the school will also host workshops to offer advice and ideas for how parents can become more involved in their child's learning.

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Our school will support its children by:

- Delivering Quality First Teaching in every classroom, where the teacher and teaching assistant work as a team to deliver learning opportunities.
- Offering challenges in lessons, that provide differentiation of learning for each child, and opportunities for development of learning in each subject.
- Rigorous assessment and feedback informs teaching to address specific learning opportunities. Teaching approaches will be changed and adapted to suit the individual.
- If barriers in learning are perceived, planning extra assistance in the classroom to support the staff and the child.
- The teacher, teaching assistant and other key members of the inclusion team, working alongside specific children to provide tailored learning opportunities and support for areas of need. Typical intervention groups are English, Maths and Emotional Literacy. We keep particular records of children receiving additional to or different from quality first teaching.
- For some children, a plan will be devised with pupils and parents, where targets are developed (Assess, Plan, Do, Review) and reviewed termly or half-termly. Class teachers with support from the Inclusion Manager are responsible for evidencing progress according to the outcomes described in the plan.
- Referring a child, using a Single Service Request Form, to external agencies for specific support and targets (see School Offer section 6 for a list of external agencies). This referral incorporates pupils and parents views.
- Applying for funding to provide for dedicated support staff to support an individual with specific needs.
- If a child receives exceptional needs funding (ENF), that funding will be used to support the child.
- If a child does not receive ENF the school will identify the provision needed and endeavour to address it within the school's budget.
- If a child has specific targets from professional and/or an Educational Health Care Plan (EHC Plan) the school will distribute the provision according to need within the schools budget.

For higher levels of need, refer to the School Information Report: School Offer (<http://redbournjm.herts.sch.uk/welcome/statutory-information>) section 6.

Our school believes in an open-door policy, and encourage:

- Parents to communicate freely with teachers when they feel the need, either informally, or at an arranged meeting.
- Parents to meet with the Inclusion Manager, either informally or at an arranged meeting.
- Parents who have further concerns, to arrange to meet with the Deputy or Head Teacher.
- Parents to attend two consultation evenings a year to discuss their child's progress and drop-in sessions, where staff will also be available.
- A progress report at the end of each term.
- Pupil Assessment Form to assess the need for further intervention and/or additional support, following a discussion with child, parents and staff.

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- Termly or half-termly meetings with parents for specific children to discuss targets for the Assess, Plan, Do and Review Action Plan.
- Team around the family (TAF) meetings for some children termly.
- Annual EHC Plan/Statement Review meetings for some children.

SECTION 6: Criteria for Exiting the SEN Register

Once all targets/objectives are either reached or exceeded then a meeting will be held with all involved where it will be agreed to end individual plans. Children will still be tracked and monitored to ensure progress is made.

SECTION 7: Supporting Pupils and Families

For admission arrangements please follow the link below
<http://www.thegrid.org.uk/info/csf/admissions.shtml>

Redbourn Junior Schools transition arrangements are

When your child joins the school:

- We will hold a meeting for new parents to discuss our expectations, procedures and policies.
- Run 'Meet the Teacher' meetings where parents have the opportunity to meet staff and hear about expectations and curriculum of the school year in that year group.
- Children will be offered sessions in the summer term prior to their arrival to visit their new class and teacher.

If your child is transferring from another school during the school year:

- If possible we will arrange for a visit to look round the school and time permitting, allow for the child to visit their new class.
- We will arrange for the last setting to be contacted if possible, and if applicable, discuss any SEN needs for the transition into the new setting.
- Contact with professionals relating to specific needs for children with SEND.

We also provide a very structured transition programme, where we:

- Have a programme of visits for every year group to their next class with their new teacher.
- Invite the teacher to visit their new class in its present setting.
- Run a small group weekly for the third term to address any particular worries or concerns about moving into secondary.
- Run a special transition group for Year 2 for a very few individuals who have concerns about moving to junior school.
- We have strong links with the infants school which is also on our site and run a very comprehensive transition programme with them to ensure minimum disruption. In the second half of the third term, Year 2 will visit their new setting frequently and attend a

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variety of activities to help them adjust, including lunch. Junior teachers will also visit the children in their present setting.

The LA has provided a Local Offer for parents to take up the leisure opportunities that Hertfordshire has to offer, by signposting parents to events and sources of support and fun for families. Access the Local Offer via the link below.

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

Parents can access Redbourn Junior Schools SEN Information Report using the link below

<http://redbournjm.herts.sch.uk/welcome/statutory-information>

SECTION 8: Supporting Pupils at School with Medical Condition

At Redbourn Junior School we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For information and the schools policy on managing the medical conditions of pupils in schools follow the link below

<http://redbournjm.herts.sch.uk/parents-information/policies>

SECTION 9: Monitoring and Evaluating of SEND

Our school evaluates the effectiveness of the provision through:

- Accurate information and evidence of the SEN support is monitored by the school half termly and this is discussed at Pupil Progress Meetings held between class teachers and senior leaders.
- Regular pupil voice is carried out to give opportunities for the pupils to provide their views about their learning.
- SEN information is shared with governors regularly.
- SEN information is shared with OFSTED when a visit takes place.
- Termly or half-termly meetings with parents for specific children to discuss targets for the Assess, Plan, Do and Review Action Plan.
- Team around the family (TAF) meetings for some children termly.
- Annual EHC Plan/Statement Review meetings for some children.

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Our school evaluates the effectiveness of the provision through:

- Keeping particular records of children receiving additional to or different from quality first teaching
- Accurate information and evidence of the SEN support is monitored by the school half termly
- SEN information is shared with governors regularly
- SEN information is shared with OFSTED when a visit takes place
- Termly or half-termly meetings with parents for specific children to discuss targets for the Assess, Plan, Do and Review Action Plan (Support Plan)

Children are continually tested by means of national tests and assessments throughout the school. In addition, the following methods will be used:

- Records of previous attainment given by the Infant feeder school
- Teacher observation and assessments
- Expertise of the Subject Leader in supporting the class teacher
- Ongoing portfolio of children's achievement kept
- Personal targets set and monitored
- Outside agencies/teachers
- TAs/LSAs
- Discussion with parents
- Pupil feedback
- Developmental marking
- Assessment that informs differentiated planning
- Monitoring the quality of teaching and appropriate training

SECTION 10: Training

Across our school we have a breadth and depth of training, including:

- Trained staff member to deliver Read Write Inc
- Specialist reading support
- Training in the use of Numicon for maths
- Moving and Handling training for children with PNIs
- Writing and Spelling training to support those children who have targets from Specific Learning Difficulties Base (SpLd base)
- Speech and Language training to support those who have targets from the Speech and Language clinic
- Language and Communication difficulties training to support those who have targets from the Multi-Agency Team
- Training from Occupational Therapists to support those children with spatial, core stability and Gross Motor skills issues

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- Training from Physiotherapists to support those children with physical impairment
- Training regarding Working Memory
- Dyslexic Awareness training
- Training in how to support pupils with Down Syndrome
- Training in how to support pupils who are Visually Impaired
- Training in how to support pupils who are Hearing Impaired
- Annual epi-pen training
- Annual first-aid training
- Regular child protection training

SECTION 11: Managing and Sharing Information

We seek to obtain and maintain accurate records in line with our Confidentiality Policy (2015)

SECTION 12: Reviewing the Policy

This policy will be reviewed every two years and our School Information Report annually.

SECTION 13: Accessibility
Statutory Responsibilities

Redbourn Junior School have produced an Accessibility Plan in line with statutory requirements as amended by the SEND and Disability Act 2001 (see School Offer section 11).

Please see the link below for the Accessibility Plan (2014)

<http://redbournjm.herts.sch.uk/parents-information/policies>

SECTION 14: Dealing with Complaints

Refer to Complaints Procedure Policy (2014)

<http://redbournjm.herts.sch.uk/parents-information/policies>

SECTION 15: Bullying

Please see Behaviour and Discipline Policy (2014) for more information

<http://redbournjm.herts.sch.uk/parents-information/policies>

SECTION 16: Appendices

- School Information Report: SEN Information (Sept 2014)
<http://redbournjm.herts.sch.uk/welcome/statutory-information>
- Behaviour and Discipline Policy (2014)
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<http://redbournjm.herts.sch.uk/parents-information/policies>
- Confidentiality Policy (2015)
<http://redbournjm.herts.sch.uk/parents-information/policies>
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014).
<http://redbournjm.herts.sch.uk/parents-information/policies>
- Safeguarding Policy 2015
<http://redbournjm.herts.sch.uk/parents-information/policies>
- Hertfordshire Local Offer
<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>
- Hertfordshire Admission Arrangements
<http://www.thegrid.org.uk/info/csf/admissions.shtml>
- Equality Act (2010)
<https://www.gov.uk/equality-act-2010-guidance>
- Teachers Standards (2012)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf
- The National Curriculum in England Key Stage 2 framework document (2013)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335133/PRIMARY_national_curriculum_220714.pdf