



John Emmerson Batty



Special Educational Needs and Disability (SEND) Policy

Summer 2015

Contents

Aims.....	2
The role of the SEND Co-ordinator.....	2
Identification, assessment and provision for pupils with SEN	2
Levels of identification of SEND need.....	3
Termly Pupil Review Meetings	3
Children with Education Health Care Plans	4
Monitoring	4
Intervention strategies to support children with SEN	4
External Support Agencies	4
Supporting pupils with medical conditions	5
Supporting pupils with disabilities	5
English as an additional language (EAL)	5
Training.....	5
Partnership with parents.....	5
Arrangements for considering complaints about SEN provision within school	6
Policy Review	6
SEND Information Report (The Local Offer)	7
Education Health Care Plan Pathway.....	11

Aims

As outlined in the *SEND Code of Practice, 2014*;

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*

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision (namely provision different from or additional to that normally available to pupils of the same age); that is within the four broad areas of need. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulty
- sensory and or physical need

At John Emmerson Batty Primary School our objectives are:

1. To identify and provide support for pupils who have SEN and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
4. To create a support structure to enable individuals to achieve

At John Emmerson Batty Primary School the needs of our pupils are monitored by a team of people, which includes the Head Teacher, SENDCO, SEN governor, all teaching staff and teaching / support assistants.

The role of the SEND Co-ordinator

The Special Educational Needs Co-ordinator for John Emmerson Batty Primary School is Mrs Jayne Hogg, (NASENDSCO qualification held). The SENDCO is also a member of the Senior Leadership Team (SLT).

The SENDCO will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Be updated about the progress of SEND children from each year, following termly review meetings
- Oversee the SEN records of all children on the SEN register
- Arrange for assessment (where appropriate), and ensure parents are informed
- Liaise with external agencies e.g. Educational Psychologist, Specialist Teaching Service
- Work with Head Teacher, SLT and SEN Governor, to evaluate information and inform them of any issues

Identification, assessment and provision for pupils with SEN

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about a child's performance in relation to national expectations. These judgements will be discussed during termly progress review meetings (with teaching staff / Head Teacher) and Pupil Progress Meetings (Structured Conversations, with parents / pupils).

We also identify SEN needs through:

- information directly given by parents
- data gathered from in-school assessments
- recommendations from other professionals; e.g. Health and Social Care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Levels of identification of SEND need

<i>Level</i>	<i>Triggers</i>	<i>Process</i>
Monitor	If a child has been identified by the Class teacher and year group team as failing to make progress they will monitor the child (assess – plan – do – review cycle).	<ul style="list-style-type: none"> Areas of difficulty will be established <i>Discussions with parents</i> Some strategies and differentiation of the curriculum will be initiated Wave 1 interventions (quality first inclusive teaching)
Discussions will be held at Termly Pupil Progress (Standards Review) meetings.		
SEN Support	<p>After a period of monitoring, If a child:</p> <ul style="list-style-type: none"> continues to make little or no progress over a longer period, is working at curriculum levels substantially below that expected of a child of a similar age has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service has on-going communication or interaction difficulties which cause substantial barriers to learning. 	<ul style="list-style-type: none"> Specific targeted support will be initiated Booster Group (Literacy / Numeracy) Further assessments may be arranged Referral to outside agencies e.g. Educational Psychologist Wave 2 interventions (additional provision / small group intervention)
Following targeted teaching approaches, in discussion with parents, children may be placed on the SEN register. Discussions will be held at Termly Pupil Progress (Standards Review) meetings and Structured Conversation Meetings .		
EHCP	<p>If a child:</p> <ul style="list-style-type: none"> continues to make little or no progress in relation to specific targets, continues to work at curriculum levels substantially below that expectations requires specialist equipment or regular specialist support 	<ul style="list-style-type: none"> Plan and track targets Work with support services Work with parents
It may be decided, in discussion with parents and multi-agency meetings that there is a need to apply for an EHCP.		

[Termly Pupil Review Meetings](#)

Each term, a meeting is held with every year group team to discuss the progress of children, where those identified as having additional needs, or those children not making expected progress are discussed in detail. From these discussions, individuals and groups of children will be targeted for specific interventions to help raise their attainment. (See Intervention Strategies.) Discussions are shared on progress and any continuing concerns where the SENDCO offers advice and support. Meetings are also held between parents and their child's class teacher to detail the interventions that their child is having in school (Structured Conversations) and additional meetings are held with the SENDCO to discuss progress (where necessary), to see if additional support is to be implemented. Assessments are also carried out throughout the year, which informs these meetings and identifies targets to be put in place for individuals.

Individual Plans (Structured Conversations) are put in place for children with specific additional needs, such as:

- Physical aids / interventions
- Visual / Hearing impairments
- Behaviour contracts
- ASD 1:1 support
- Medical needs

Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with peers, they will continue to receive support where needed, but discussions will take place with the class teacher and parents, as to whether or not they need to remain on the SEN register.

Children with Education Health Care Plans

Where the SENDCO makes a referral for EHCP to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The school must present evidence that it has provided the first £6,000 of SEN Support for each child from the school's budget. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to. [See [EHCP Pathway Appendix 2](#)]

Monitoring

The SENDCO evaluates the school's SEN provision as part of the School Improvement Plan. Regular meetings are held between the SENDCO, Head teacher and teaching staff. The designated Governor, Kay Elliott, is kept informed about SEN developments, through termly reports at governors' meetings and on visits with the school SENDCO. The SENDCO is given half-day release each week and will spend some of the time monitoring teachers' Structured Conversation content, to ensure needs are being met in relation to targets and progress.

Intervention strategies to support children with SEN

The school organisation allows for each phase to have a 'team around the child' with a class teacher, access to a teaching assistant and daily Booster Groups (Literacy and Numeracy), which are teacher led. Work is differentiated and groups are supported at the appropriate levels to provide specific, targeted interventions. As highlighted below, there are numerous strategies that are used throughout the school. There is also flexibility to provide support across year groups, if it would benefit an individual child or group.

Quality First Teaching:

- Daily in-class support with TA
- Small group maths and English support
- Additional Learning Support (ALS)
- 1:1 tuition / reading support
- BLAST
- Read Write Inc – targeted phonics
- Numeracy Interventions

Wave 2 / 3 Interventions:

- Booster Classes
- SENDCO support
- Additional 1:1 tuition / support (outside school hours)

External Support Agencies

When children require additional support the SENDCO may also seek advice from other professionals. These include;

- Educational Psychologist

- Specialist Teaching Service
- SEN Support Team
- Speech and Language Therapy Service
- Green Gates Early Intervention Support Base
- Outreach support from other schools in the Schools Teaching Alliance
- Counselling / Support Services
- School Nurse
- Hearing / Visual Services
- Physiotherapy / Occupational Therapy

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

Supporting pupils with medical conditions

John Emmerson Batty Primary School recognises 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.

Supporting pupils with disabilities

Not all children with disabilities have SEN. Many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheelchair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the curriculum and assessment arrangements. Facilities currently in school are; electric / sensor doors at school entrance, full disabled toilet facilities and hand rails near the stairs.

English as an additional language (EAL)

Children with limited English do not necessarily have SEN. If a child is experiencing difficulties which appear to be more than language based, then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Training

The SENDCO will keep staff updated regarding any changes concerning SEND issues and will encourage personal development in this field. The SENDCO will budget appropriately for SEN priorities outlined in the School Improvement Plan. As part of the Redcar Schools Teaching Alliance, John Emmerson Batty continues to be part of the SEN Network, having access to training and support from other schools in the alliance.

Partnership with Parents

The school will endeavour to:

- Provide clear and accurate information about the child's SEN and purpose of any assessment, targets or intervention

- Ensure that parents have the opportunity to talk with SENDCO, Class Teachers, Support Assistants and other professionals, so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Outline provision in the [Local Offer \[Appendix 1\]](#)
- Inform parents before involving outside agencies for additional advice or assessments

Arrangements for considering complaints about SEN provision within school

Initially, complaints should be discussed with the class teacher. Depending on the outcome of the meeting the SENDCO should be informed or Head Teacher. If no agreement can be arrived at, the parent can then approach the school's named governor with responsibility for the monitoring of the school's SEN policy. They would also be given the name of the LEA identified / nominated person who has been trained to help them deal with their problem, or the Parent Partnership Service. It is hoped, however, that matters can be dealt with within the school domain.

Policy Review

Policy will be reviewed bi-annually and discussed with SLT and Governors.

SEND Information Report (The Local Offer)

School Name:	John Emmerson Batty Primary School	Redcar
Type of School:	Mainstream	
Accessibility:	Fully wheelchair accessible	Main Building Foundation Stage
	Auditory / Visual enhancements	Some classrooms fitted with Sound Field Systems
	Disabled toilet	Yes
Core Offer:	<i>Are you currently able to deliver your core offer consistently across all areas of your school?</i>	
	<ul style="list-style-type: none"> • We have a teacher per year group and access to a teaching assistant to provide targeted support for small groups in all areas of the curriculum. • Booster Groups are offered for children in need of extra support in years 1+2, 3 +4 and 5+6. These are teacher led and provide the benefit of a reduced teacher: pupil ratio – so that focused guidance can be provided in each lesson. 	
Policies	<i>Are the schools policies available on its website for:</i>	SEND Behaviour Safeguarding Charging Data Protection Anti-Bullying Equality Whistleblowing The Local Offer
Range of Provision	<i>General support offered consistently in school:</i>	<i>More specific support:</i> <ul style="list-style-type: none"> • Small group support • Read Write Inc • Letters and sounds • 1:1 Reading support <ul style="list-style-type: none"> • BLAST • Better Reading Partnership • Booster Classes
Inclusion	<i>How do you promote inclusion within your school?</i> Lessons are as inclusive as possible, with adjustments made depending on need. Children with disabilities are included on all school visits.	<i>What proportion of children currently have SEND?</i> 20%
Parent Support	<i>How do you involve/support the parents of children with a SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</i>	
	Parents of children with SEND work closely with the SENDCO, Class Teachers, Booster Teachers, Support Assistants and outside agencies. At Structured Conversation meetings each term, progress is discussed and opportunities to have further meetings with SENDCO are offered. Parent / Teacher conference meetings are offered in the spring term. Written reports are also provided in the summer term. Specific plans are also in place for individuals whose emotional / mental health problems are causing behaviour issues (home / school diaries or reward charts). Parents training / learning events will be held where necessary	
Specialisms	<i>The SENDCO has completed statutory training (NASENDCO)</i>	
Staff Training	<i>Whole staff:</i> Child Protection	<i>Individuals:</i> Designated Teacher Training

ReadWrite Inc
Letters and Sounds
Epipen Training

Behaviour Management
BLAST
Team Teach
Autism in the Classroom (Early Bird Plus)

Specialist Services accessed by school	Educational Psychologist CAMHs Physiotherapists/ Occupational Therapists Speech and Language Therapy (SALT) Specialist Teaching Service Green Gates Early Intervention Support Base School Nurse Daisychain / MAIN, ASC support
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Completed by: Jayne Hogg SENDCO

Update due: June 2017

1a. How does the school identify children with special educational needs?

- Information directly given by parents
- Pupil Progress Meetings and data gathered from in school assessments
- Direct recommendations from other professionals; Health and Social Care
- If required the school will bring in external professionals to further assess, identify needs and give recommendations for appropriate provision.

1b. How do we involve parents in planning for those needs?

- Discussions held at Parents Evenings
- Termly Meetings held with the Class Teacher / SENDCO (Structured Conversations)
- For pupils with an EHCP; meetings at parents evenings, annual reviews and Structured Conversations
- Involvement in meetings with other professionals

2a. Who in school will support my child and how will this be monitored?

- The SENDCO will have overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision
- All teachers at John Emmerson Batty Primary School have a responsibility for the teaching, monitoring and evaluating of students with SEND. This is the first principle of the New Code of Practice
- Students who are registered as SEN support, in line with the SEN code of practice 2014, will have termly planning and evaluation meetings with parents and pupils to review progress, evaluate any interventions and set new targets
- Students with an EHCP (or existing statement) will have their progress and reviews with the Class Teacher and / or SENDCO
- Quality first teaching is supported by a team of support staff who have differing roles. However, always central to this is breaking down barriers to learning and helping SEN students to move forward with their learning and progress

2b. How are decisions made about the type and amount of provision a young person will need?

- From talking to parents and the student (where age appropriate) to understand and establish what they see as the priority
- Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a student
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a student
- The amount of provision is decided in line with the needs of the student; e.g. this could be a short term programme of work such as a half term of input on a specific area of need or longer term in-class support
- Effectiveness of any intervention will be monitored throughout with a full evaluation at the end or at review points to ascertain progress towards objectives

3. Curriculum:

- Overall curriculum structure is directed by the government and the National Curriculum
- All students have an entitlement to study a full curriculum
- Differentiation is the responsibility of all teachers. Informed by the data and information on each student, teachers plan for and deliver lessons using different styles of teaching and meeting individual needs through a range of strategies
- Especially within core subjects groups are set within ability bands and this leads to differentiation to the levels students are working at using quality first teaching and ensuring that targets are stretching and attainable

6. Overall Well-being:

- Mentors can be allocated to pupils and are used in school to work with individual children who may need additional support

7. What specialist services and expertise are available at or accessed by the school?

- John Emmerson Batty Primary School has a wealth of expertise from its staff over and above the qualifications needed for their jobs
- Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a student makes best progress

8. Staff Training Priorities within the School:

- All staff are either teachers of, or are supporting students with SEND
- John Emmerson Batty Primary School therefore values staff training and ensures that full staff training programmes are in place, as well as those for individual staff where appropriate. Future training for SEN / disability awareness will be scheduled during staff meeting time as and when required

9. Activities Outside of school:

- There are a large and varied number of out of school activities for all students to participate in
- John Emmerson Batty Primary is a fully inclusive school and puts in place the support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and or equipment
- Staff who are organising an offsite trip, will discuss with parents and SEND staff as to the requirements needed and the suitability of any trip which the school is arranging
- We will not stop any student from going on a trip due to their special educational need / disability if the trip is suitable for the child; and their safety / the safety of others is not compromised (Equality Act 2012)

10. How is Transition planned and managed by the school? Transition from Primary to Secondary:

- Parents and students in Year 5 and 6 are invited to visit local secondary schools in September each year
- There are parent meetings in the summer term for Year 5 students at targeted primary schools
- Ongoing primary visits to secondary school for different sporting activities. These ensure that the primary students begin to feel more comfortable and knowledgeable about the school
- Information gathered from parents by SEND staff
- Talks between primary and secondary schools begin in Year 6 and for those with an EHCP the SENDCO attends their review
- Once a place has been confirmed the SENDCO liaises with parents and the secondary school
- A transition plan is put in place on their advice which could include early visits
- The child's SEN Records move with them to the secondary school, to ensure staff are fully aware of the child's needs
- A mentor might be put in place as a familiar adult to help with transition

11a. How are the school resources allocated and matched to the young person's special educational needs?

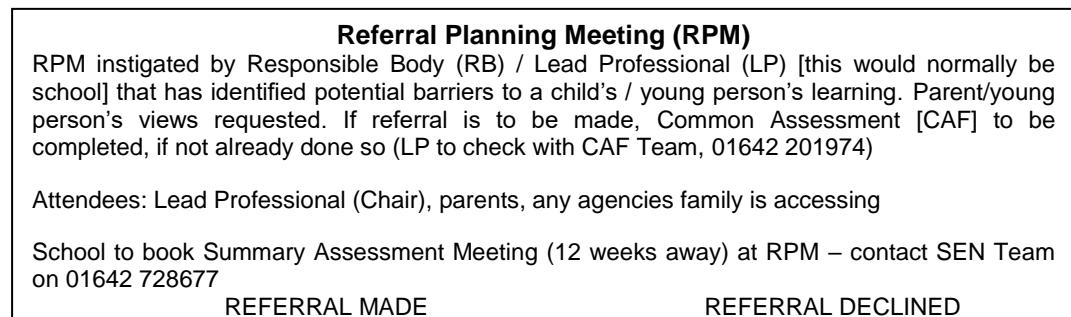
- All resources are allocated to and matched using the extensive data that the school holds about each student
- This includes planning for these interventions with parents and students

11b. How is the SEND budget allocated?

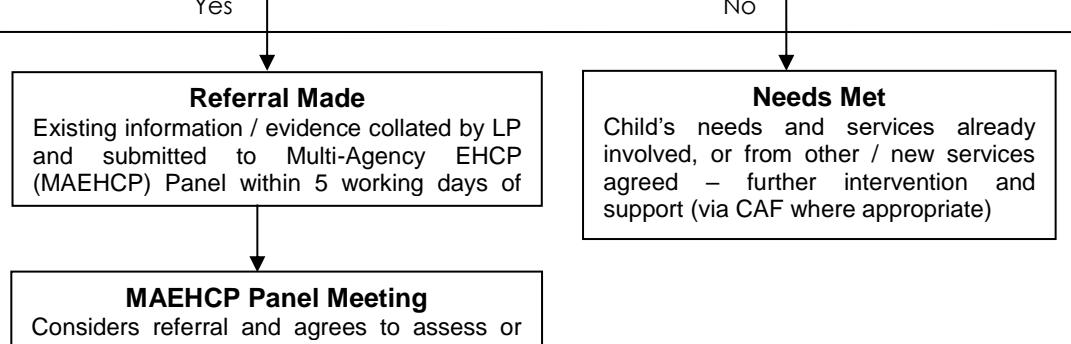
- John Emmerson Batty has a number of different SEND provisions and interventions which are matched to the young person's special educational needs financed through the SEND budget

Education Health Care Plan Pathway

STAGE 1

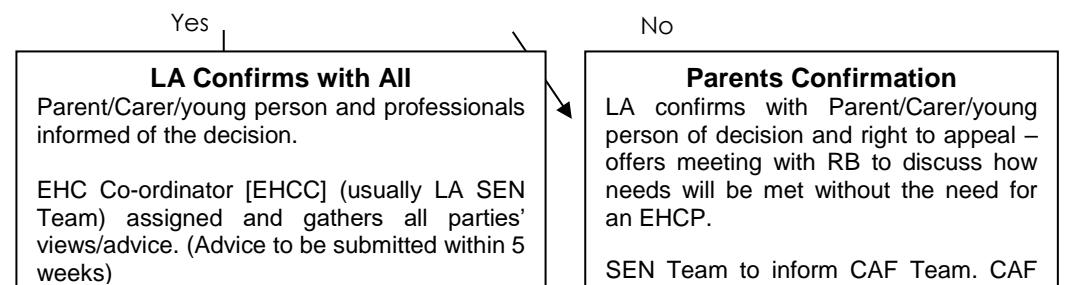


STAGE 2



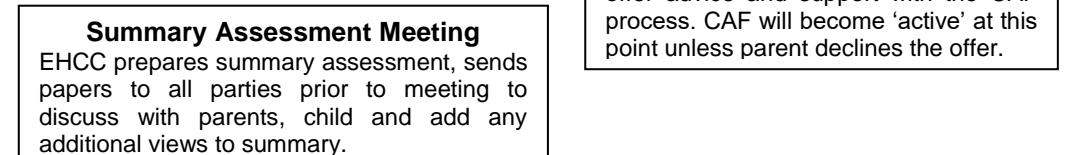
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STAGE 3

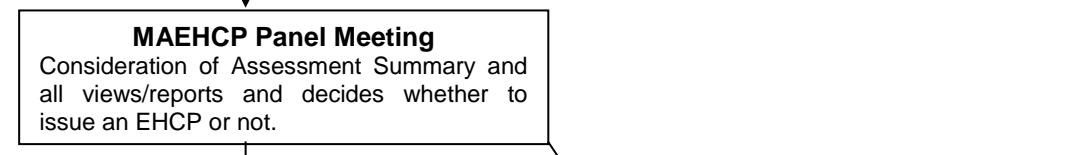


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STAGE 4

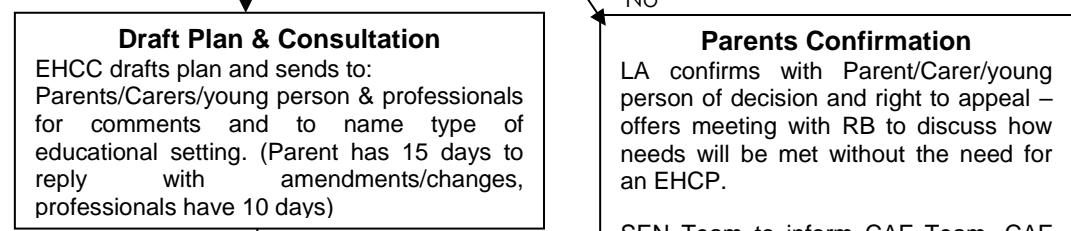


STAGE 5



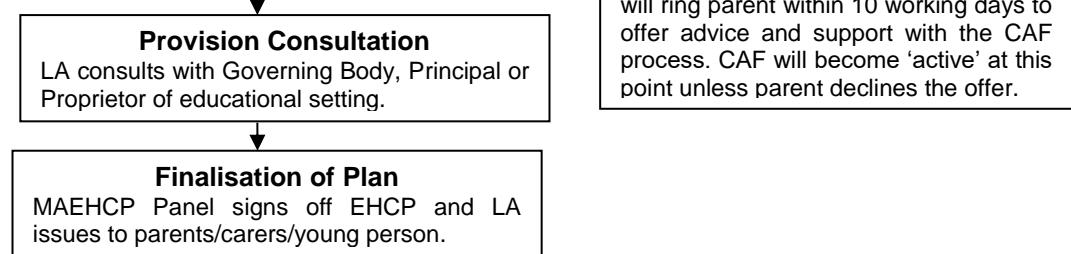
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STAGE 6



3WKS

STAGE 7



2WKS

4WKS