

Special Educational Needs and Disabilities Policy



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Responsibility:

Inclusions Committee

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Compliance

This 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: advice for schools DfE (Feb 2013)(updated June 2018)
- SEND Code of Practice 0 – 25 (June 2014) (updated April 2020)
- Ringwood Junior School Child Protection Policy, Procedure and Safeguarding Guidance (2022)
- School Access Action Plan (2022)
- Teachers Standards (July 2011) (updated December 2021)

Statement of Intent

The Governing Body of Ringwood Junior School is committed to equality for everyone across all aspects of school life. We aim to ensure that equality is incorporated into existing and future policies to eliminate unlawful discrimination, harassment and victimisation and to advance equality of opportunity between different groups with particular emphasis towards the “protected characteristics” now enshrined in the Equality Act 2010.

The School Access Action Plan has been incorporated into the Single Equality Policy to incorporate those duties provided in the Equality Act 2010. We aim to reduce and eliminate barriers to accessing the curriculum. We aim to enable full participation in the school community for pupils, and prospective pupils, with a disability.

What are Special Educational Needs?

We acknowledge the SEND Code of Practice 2014 definition for Special Educational and Disability Needs that says:

‘A pupil has SEND 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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.’

All pupils should have access to a broad and balanced curriculum. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

Special Educational Needs are now identified in broad areas:-

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

In practice we acknowledge that pupils may well have needs which span two or more of these areas.

Principles of Ringwood Junior School Policy

Ringwood Junior School recognises that all children are valued equally, regardless of their abilities and behaviours and all are entitled to a relevant curriculum which is differentiated to meet individual needs.

We also recognise fully the need to ensure that all children stay safe, make a positive contribution, enjoy and achieve, achieve economic well-being and be healthy.

Aims of Ringwood Junior School Policy:-

1. To meet the needs of all pupils who have special educational needs either throughout, or at any time during their education at Ringwood Junior School through a graduated approach linked to assessment and action.
2. To ensure that pupils are identified as early as possible
3. To ensure the greatest possible access to a broad and balanced education, including National Curriculum
4. To meet the needs of most pupils, where appropriate, in the classroom alongside their peers
5. To ensure that all staff are aware of the needs of the pupils
6. To seek the knowledge, views, experience, and participation of parents, acknowledging the vital role they have to play in supporting their child's education
7. Where appropriate, to make full use of supporting agencies outside school
8. To closely implement recommendations made by Local Authority for children with an EHCP (Educational Health Care Plan).
9. To seek the views of the child which will then be taken into account.

The SENCo

Mrs C A Thornton has responsibility for coordinating the School's provision for SEND. She is responsible to the Headteacher and she sits on the Governing Body Inclusions Committee and through these meetings keeps the Governors up to date with SEND issues. She also liaises with outside agencies and the Local Authority on all SEND related issues.

Identification of Pupils with Special Educational Needs

The following methods are used:

- Assessment data from the previous year and the advice of the previous teacher are used in building a picture of each child.
- All children complete a GRT Reading Test and a Parallel Spelling Test.
- The Year 3 cohort are screened upon entry as are any new children to the school, using the DST (dyslexia screen).
- Language Links is used to identify any additional needs for specific children. All of this information is used to decide whether the child needs support at Wave 2 or Wave 3.
- Year teams will liaise with SENCo to ensure that each child has appropriate provision from within the year group's allocation.
- Learning Support Assistants in each year group complete provision maps detailing support for all of the children at Wave 2 and Wave 3.

The school also recognises that pupils may have needs which impact on progress and attainment that are not SEND. These include:

Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality Legislation. These alone do not constitute SEND).

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a Previously Looked After Child (PLAC)
- Being a child of a Serviceman/woman
- Behaviour (Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND)

Assessment and Provision

In line with the SEND Code of Practice (2014) on the Identification and Assessment of pupils with Special Educational Needs we carry out a 2-stage model of assessment Wave 2 and Wave 3.

All children access Wave 1 Quality First Teaching.

Assess, Plan, Do, Review – A Graduated Approach

Wave 2

This is characterised by the gathering of information and increased differentiation within the child's normal classroom work. Teachers are 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND.

The teacher identifies a child's need by considering information from the previous class teacher, carrying out the New Group Reading Test and the Young's Parallel Spelling test, scrutinising work in English and Maths and if appropriate, requesting a Dyslexia Screening using the Dyslexia Screening Test.

Children at Wave 2 will be given additional targets to work towards if they are below Age Related Expectations. The child will receive support from a Learning Support Assistant under the guidance of the class teacher and SENCo. Targets will be recorded and reviewed on a regular basis in the children's exercise books. Where possible, learning will take place within the classroom. There may be some time spent in a small group in an area outside the class base. We have a wide range of resources which can be implemented into individual programmes.

Each year group has a Provision Map which identifies children with SEND, the extra provision they receive and their outcomes. Intervention records are updated, then reviewed half-termly by the SENCo, class teacher and LSA team, who report to the senior leaders and Governors termly, to inform them of the progress of children with SEND. The level of provision needed is decided by using the progress data and outcomes from on-going assessments.

The school recognises that different children require different levels of support and signposts parents to the Hampshire County Council's Local Offer. More information can be found at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

page and in our own SEND Information Report, available on our website www.ringwood-junior.hants.sch.uk

Underpinning this process are these fundamental principles. The class teacher, in consultation with the SENCo, will:-

- Use information from the child's previous educational experience to provide starting points for the curricular development of the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class

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- Use a curricular assessment process to allow the child to show what they know, understand and can do, as well as to identify any significant difficulties in learning.
 - Ensure that ongoing observation and assessment provide regular feedback to parents about child's achievements and experiences and that the outcome of such assessment forms the basis for planning the next steps of the child's learning.
 - Involve parents in developing and implementing a joint learning approach at home and at school

The class teacher and SENCo plan strategies and interventions to enable each identified child to progress. Targets are linked to the strategies and interventions and are recorded. These are constantly reviewed by class teachers and LSAs. They are then shared with parents and carers during parent consultation evenings. Additional advice from trained specialists, both within and outside the school, may be sought and implemented.

Wave 3 – SEND Support

If, despite receiving an individualised programme, Wave 3 will be considered if the child:-

- continues to make little or no progress in specific areas over a long period
- continues working at NC levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing English and numeric skills measured by reading and spelling age.
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- where more detailed advice is sought parental consent must be obtained.

Wave 3 is characterised by the involvement of specialists from outside the school. The SENCo takes a leading role working closely with the child's teacher to:

- Keep the Head teacher informed
- Draw on advice from outside specialists e.g. educational psychologists and advisory teachers
- Ensure that the child and his or her parents are consulted
- Ensure that the additional targets are established and reviewed
- Monitor outside specialists and review the child's progress

Where there continues to be concern, the school may consider either a Transition Partnership Agreement (TPA), or a referral for an EHCP (Education and Health Care Plan).

The trigger for a referral would be where the child has not responded to measures taken by the school and progress, measured by standardised tests, continues to be significantly less than the rest of the children following an appropriately structured programme.

Liaison with External Agencies

At Wave 3 the school will call upon external specialist support to help the pupil make progress. This support will come from teachers in a learning or behaviour support service, the educational psychology service, child health or mental health services or social services. We have some outreach support from specialist provision at Forest Park School and The Clifford Centre. A new individual educational plan will be drawn up describing new strategies for supporting the child's progress and the monitoring and review arrangements.

The specialist may be involved in teaching the child directly, may act in an advisory capacity supporting the class teacher in implementing the plan, or may recommend additional specialist teaching support.

Specific Learning Difficulties

The school has developed particular expertise in dealing with pupils with Specific Learning Difficulties. The SENCo has the facilities to assess whether children are at risk of having Special Learning Difficulties using the Dyslexia Screening Test or a speech and language difficulty using the Language Link Screen. The SENCo will suggest intervention which can be incorporated into the child's learning experiences. LSAs have been trained to carry out relevant assessments and strategies.

Emotional and Behavioural Difficulties

For children who are engaging in inappropriate behaviours, the guidelines of the school Behaviour Policy will be followed. Where these measures are unsuccessful, we would consider whether the child has a Special Educational Need relating to social, mental or emotional health.

We have a fully trained Emotional Literacy Support Assistant (ELSA) who works with both groups and on a one to one basis. We also have a lunchtime club which provides a quiet, purposeful environment for children who find lunchtime difficult. Children may choose to attend or may be referred. Social Skills will be encouraged through structured play activities. LSAs and play leaders are on duty both during play and lunchtime to facilitate structured play.

Incident diaries are kept for children displaying emotional or behavioural difficulties.

Individual Behaviour Management Plans identify the support programmes designed to help the child.

Criteria for Exiting the SEND Register

If it is felt that children are making progress which is sustainable, then they may be taken off of the SEND register. If this is the case, then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils at school with medical conditions

The 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. Some may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Inclusion

The school has a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the basis on which the school curriculum is planned to meet the specific needs of individuals and groups of pupils. There are four basic principles essential to developing an inclusive curriculum: Setting suitable learning challenges, responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles are outlined in the National Curriculum Inclusion Statement within the National Curriculum Handbook (2014).

Children with special educational needs should, alongside their peers, have access to a balanced and broadly based curriculum. Where children are withdrawn from class to follow individualised programmes care is taken to ensure that this access is not denied.

Children with SEND engage in the activities of the school together with pupils who do

not have special educational needs. These activities include meal times, recreation time, school visits and other social activities as well as the curriculum.

Governing Body Evaluation and Responsibility

The Governing Body have an Inclusions Committee who meet termly. Mrs Thornton provides an up-to-date about SEND issues at each meeting. Ringwood Junior School has close links with the advisory service that regularly provide training for staff as well as offering advice for children at Wave 3.

The named governor for SEND is Miranda Laughton who acts on behalf of the governing body. It is her responsibility to ensure that:

- They are fully involved in developing and monitoring the school's SEND policy
- The SEND Policy is up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the School's Strategic Plan
- The quality of SEND provision is continually monitored.

Head Teacher Evaluation and Responsibility

In order to ensure that the policy is effective in providing for children within the school with SEND, the Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the full Governing Body informed about SEND issues
- The deployment of all SEND personnel within the school
- Working closely with the SENCo
- Standards and achievement of all pupils including those with SEND

SENCo Evaluation and Responsibility

In order to ensure that the policy is effective in providing for children within the school with SEND, the SENCo has the responsibility to:-

- Evaluate progress in reading, writing and mathematics at the end of each year
- Evaluate the impact of programmes of support

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- Provide evidence on the movement of pupils on the SEND register in relation to the yearly audit
 - Report findings, including termly achievement, to the Inclusions Committee who in turn report to the whole Governing Body.
 - Oversee the day-to-day operation of the school's SEND policy
 - Co-ordinate the provision of children with SEND or/and disability needs
 - Liaise with and advise teachers
 - Manage and train Learning Support Assistants (LSAs)
 - Oversee the records of all children with SEND and/or disability needs
 - Liaise with parents of children with SEND and/or disability needs
 - Liaise with external agencies
 - Contribute to the in-service training for staff
 - Standards and achievement of pupils with SEND
 - Monitoring

Class Teacher Evaluation and Responsibility

In order to ensure that the policy is effective in providing for children within the school with SEND, all Learning Support Assistants (LSAs) have the responsibility to:-

- Check on the progress of all pupils and identify, plan and deliver any additional help individual children may need (targeted work, additional support) and inform the SENCo as necessary.
- Ensure that all pupils know and understand how to achieve individual targets set through focused discussions.
- Share and review targets and strategies for pupils with SEND and/or disability needs with parents at least once each term and plan for the next term.
- Ensure that all staff working with individual pupils are supported to deliver the planned work/programme for specific children, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEND Policy is applied in their classroom and for all the pupils they teach with SEND and/or disability.

LSA Evaluation and Responsibility

In order to ensure that the policy is effective in providing for children within the school with SEND, all Learning Support Assistants (LSAs) have the responsibility to:-

- Be fully aware of the SEND policy and the procedures for identifying, assessing and delivering effective provision for pupils with SEND and/or disability
- Carry out daily responsibilities required by the Head Teacher and SENCo in order to fully support children with SEND and/or disability.

Staff Training

New members of staff will have an opportunity to discuss SEND provision within the school with the SENCo. New LSAs will be supported by the Lead LSAs. Inset training is given at the beginning of each year on the identification and provision for SEND.

In order to maintain and develop the quality of teaching and provision to respond to the needs and strengths of all pupils, all staff undertake training and development;

- Training needs are identified through observations and Performance Management meetings;
- All teachers and support staff undertake induction on taking up a post and this includes meetings with the Deputy Head;
- Training for LSAs involves weekly meetings, attendance at Local Authority courses to be fed back to the team and in-house training from the Head teacher, SENCo or subject leaders;
- Training for SEND Governor is available through Local Authority SEND Governor Services;
- The school is also a member of National Association of Special Educational Needs, an organisation to support staff who work with pupils who have special educational needs;
- The SENCo has strong links with local schools, including Forest Park Special School, and with The Clifford Centre Pupil Referral Unit for advice, training and integration programmes.

The school also has links with many outside agencies and is supported by an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Teacher Adviser for children with physical difficulties, Teacher Adviser for ICT for children with physical difficulties, Teacher Advisor for children with visual impairment, Teacher Advisor for children with Hearing Impairment, Primary Behaviour Support Team, Outreach support from Forest Park Special School, Children's Services, Child and Adolescent Mental Health Service, Early Help Hub and Ethnic Minority and Traveller Achievement Service.

The SENCo will attend training, including the County SEND Conference and report back key initiatives and developments to staff.

Facilities

All areas of the school are easily accessible by wheelchair and there is a School Access Plan. A toilet for children and adults with a physical difficulty is situated in the pavilion. We have a fully equipped disabled toilet with a shower and physiotherapy table. We also have 'The Beehive', a room used for physiotherapy, but which is also used for a wide range of groups and a base for teaching children. We also use the Sports Pavilion situated on the school playing field which is fully accessible. It is possible to access the facility with a wheelchair using the school path.

Admissions

The admissions arrangements for the children with special educational needs are the same as those for other pupils. Children with SEND are not discriminated against in any way. Where a child has an EHCP, the authority has the responsibility for arranging suitable provision for the child. If the school is named in the statement, the Governing Body must admit the child.

Parents

We recognise that the relationship between parents of children with special educational needs and the school has a crucial bearing on the child's educational progress and the effectiveness of any school based action.

Throughout all stages of assessment and provision we take into account the wishes, feelings and knowledge of the parents.

We also make every effort to encourage parents to recognise that they have responsibilities towards their child and that the most effective provision will be made when they are open and confident in working in partnership with the school and with professionals.

If a child has a behavioural difficulty, positive reinforcement at home by parents is crucial.

The Governing Body, Headteacher and SENCo will consider how the school can support the parents.

Parents of children with SEND are informed at the October Parent Consultations of the stage at which their child is registered. Parents will be informed at these meetings if their child has been taken off the register. Parents are invited to reviews with the SENCo during parent consultation evenings as requested. The SENCo also speaks with every parent/guardian on an bi-annual basis, through a pre-arranged appointment, to discuss their pupil(s) needs and current progress.

Pupils

A key development for the SEND policy is to improve the involvement of pupils. Targets should be agreed with the child to ensure the child understands and has ownership of the target. The needs and wishes of the child should be listened to and taken into account.

When children are due to transfer from Ringwood Infant School, if they have an

Education and Health Care Plan (EHCP) the SENCo will make every attempt to attend their review in Year 2. The SENCo will then liaise closely with the SENCo and Headteacher at Ringwood Infant School. A programme of extended visits in the Summer Term should be discussed. Similarly, where a child is transferring to secondary education, the SENCo from Ringwood School should be invited to EHCP meetings for children from Year 5 and also visit during the Summer Term of Year 6 so that an extended transfer can be discussed.

The SENCo will meet with both Ringwood Infant School SENCo and Ringwood School SENCo to discuss the needs of all children with Special Educational Needs. This enables the staff to communicate essential information so that the pupils have smooth transitions between different school settings.

Complaints

If a parent wishes to make a complaint about the arrangements made for a child on the SEND register, they should, in the first instance, contact the SENCo who will endeavour to answer any queries. If the parent continues to have concern, they should put their concern in writing to the Headteacher, who will then arrange a meeting to discuss concerns and endeavour to address them.

Anti-bullying

Ringwood Junior School has developed strategies to respond positively and effectively to bullying behaviour. The Anti-Bullying Policy can be found on our website at www.ringwood-junior.hants.sch.uk

Additional Roles and Responsibilities

The Designated Teachers with Safeguarding Responsibility are

- Mrs Sally-Ann Evans, Head Teacher (**Lead**)
- Mrs Carly Thornton, Assistant Head Teacher
- Mrs Alex Marriott, Assistant Head Teacher
- Mr Graham Crane, Assistant Head Teacher
- Mrs Julie Young (LSA)
- Mrs Katie Gosling (Pupil and Family Support Worker)

The Designated Governor for Safeguarding is

- Mrs Miranda Laughton

The Designated Teacher for Looked After Children is

- Mrs Carly Thornton, Assistant Head Teacher

The Designated Teacher for Pupil Premium Children is

- Miss Kerry Mullet, Class Teacher