



Overchurch Junior School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

(S.E.N.D.) POLICY 2021-22

This policy was written by the school SENDCo in consultation with governors, teachers, parents, pupils and SEND professionals from the Local Authority.

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INTRODUCTION

At Overchurch Junior School we are committed to giving all children every opportunity to achieve the highest standards in order to reach their full potential. Our mission statement *Respect, Believe, Achieve*, values the individuality of our children and commits to giving all children the opportunity to achieve. We recognise that every child has unique characteristics, interests, abilities and learning needs and that some may need additional help, support and intervention if they are to achieve their full potential.

We are fully committed to the principles of equal opportunities and inclusion and this policy should be considered alongside our school policy for Inclusion. Our Admissions Policy sets out the procedures for allocation of school places and children with special educational needs and disabilities have the same entitlement as those without special educational needs and disabilities in accordance with the Equality Act, 2010.

This policy details how children with special educational needs and disabilities are supported in Overchurch Junior School in accordance with statutory legislation in the S.E.N.D. Code of Practice 0 – 25, which can be found in Part 3 of the Children and Families' Act, 2014.

WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

The S.E.N.D. Code of Practice (2014) defines special educational needs as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for

special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institution.*

The S.E.N.D. Code of Practice (2014) defines disability as follows:

A person has a disability ... if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Section 6) Equalities Act 2010)."

AIMS OF S.E.N.D. PROVISION

- (a) Raise the aspirations of and expectations for all pupils with special educational needs and disabilities to enable children to achieve focused goals and clear outcomes.
- (b) Identify and assess children with special educational needs as early as possible, distinguishing between the various kinds of needs, in order to provide the appropriate grouping and support required.
- (c) Ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- (d) Maximise the opportunities for children with special educational needs to join in with all the activities of the school in order to fulfil their potential in all aspects of their development.
- (e) Help children to gain confidence and recognise the value in their own contributions to their learning, giving them high esteem.
- (f) Make appropriate programmes for special needs children, setting out clear objectives and arrangements for regular monitoring and review of progress involving both parents and pupils, combined with effective assessment recording and reporting procedures, thus ensuring that Overchurch Junior School meets its statutory obligations.
- (g) Develop close partnerships with parents and carers to ensure that they are informed of their child's special educational needs and to encourage regular and effective communication between parents/carers, school and outside agencies when appropriate.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There is a wide spectrum of difficulties that can lead to a child experiencing problems in learning and being assessed as having a special educational need. This spectrum can be narrowed into 4 key areas which helps us as a school to plan provision and provide good quality intervention.

The S.E.N.D. Code of Practice (2014) identifies 4 main areas of SEND:

- (a) Communication and Interaction
- (b) Cognition and Learning
- (c) Emotional, Social and Mental Health development
- (d) Sensory and/or Physical

As a school we will identify the needs of children by considering the needs of the whole child. This will include not just the main special educational needs of that child. Through identifying a child's needs, a course of action can be planned, implemented and reviewed.

Children identified as requiring additional S.E.N.D support will be placed on the school's S.E.N.D. Register and monitored closely by the SENDCo and Senior Leadership Team.

The Graduated Approach to S.E.N.D Support

As a school we adhere to the principle that "All teachers are teachers of children with special educational needs." (S.E.N.D. Code of Practice 5.2, 2014). We place good quality classroom teaching at the centre of our provision for all children. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist teachers. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have a special educational need.

Class teachers, year group leaders and senior leaders regularly monitor and evaluate the progress of all pupils each term.

If a class teacher, parent/carer or professional raises concerns about a child potentially having additional needs, a graduated approach will be put into place to monitor, evaluate and identify those needs.

The graduated approach will consist of:

- (1) **Cause for Concern** – the child will be identified as a cause for concern and closely monitored by the class teacher and SENDCo for half a term. Short term intervention programmes may be put in place to support the child and progress will be evaluated.
- (2) **Assessment** – school will carry out relevant assessments to determine a child's strengths and areas of difficulty. Some assessments will be carried out by the class teacher or specialist teachers under the guidance of the SENDCo. Some children may be referred for assessment by SENAAT, the Local Authority Special Educational Needs Advisory Support Service. An advisory teacher will come into school to assess individual pupil's progress and can screen pupils for dyslexia, dyscalculia etc. Children can also be referred through the School Nurse, Gilbrook Outreach Service or other outside agencies for assessment. Any additional assessments will be discussed with parents/carers and used to evaluate a child's individual needs.
- (3) **SEND Register** – if a child is deemed to have additional educational needs, these needs will be discussed with parents/carers, relevant teaching staff and professionals. The child will then be placed on the school S.E.N.D. Register.
- (4) **Intervention Records** – children on the S.E.N.D. Register and receiving additional educational support will have short term interventions planned and reviewed by Class Teachers and TAs delivering the interventions. Interventions are reviewed each half term by the class teacher. Interventions are recorded on the school's data system (Scholar Pack) and are used to track and monitor pupil progress.
- (5) **One Page Profiles** – children on the SEND register will have a One Page Profile summarising how best to support them in school. The profiles are compiled by pupils, TAs, Teachers, parents and professionals and are used to share information to support the children.
- (6) **Termly Provision Maps** – will be used to plan for children with additional funding from EHCP's or Pupil Funding Agreements (PFA's). Plans will focus on achieving specific outcomes and will follow a cycle of "assess, plan, do and review".
- (7) **Individual Health Care Plans** – the school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Children with medical needs or disabilities will have an IHCP to address the daily management of their needs. Not all children with IHCPs will be on the school S.E.N.D. Register. IHCPs are reviewed by the SENDCo,

parents/carers, relevant medical professionals and school staff at least annually. IHCPs are kept by class teachers, the SENDCo and centrally in a medical file for access by trained first aiders and all staff. The school has a Medical Policy.

- (8) **Professional Services** – if a child remains a cause for concern after two terms of targeted intervention, a consultation may be arranged with relevant professional services. This may include the **Educational Psychologist, Speech Therapists, School Nurse, Paediatrician, Diabetic Nurse, Social and Communication Advisory Team, Gilbrook Outreach, Orrets Meadow Advisory teachers or Hayfield Outreach teachers**. Parents/carers will be included in this process and new intervention strategies will be set up based on professional advice.
- (9) **Pupil Funding Agreements / Education Health Care Plans** –A decision will be made as to whether to put a child forward to be considered for a Pupil Funding Agreement or an EHCP following consultations with parents/carers and relevant professionals. PFAs and EHCPs focus on desired outcomes for an individual pupil. EHCPs will be reviewed annually in accordance with statutory regulations.
- (10) **Personal Budgets** - EHCPs may provide additional funding to support the child's education. When the local authority is preparing a new EHCP, parents/carers will be given the option of opting to control their child's budget of additional funding.

MANAGING PUPILS NEEDS ON THE S.E.N.D. REGISTER

The S.E.N.D. register will be reviewed in December, April and July by the SENDCo, in consultation with teachers, professionals and parents/carers. Children will be placed on the register following a graduated response to meeting their needs. Children will be removed from the register when they are making age related expected progress in their specific, identified area of special educational needs.

A whole school Provision Map, broken down into the 4 main areas of S.E.N.D. (a-d in the Code of Practice shown above), detailing graduated provision at Wave 1 (quality, differentiated whole class teaching), Wave 2 (short term intervention programmes) and Wave 3 (enhanced intervention) will be regularly reviewed and updated in response to children's additional needs for S.E.N.D. support.

TRANSITION

Children with additional S.E.N.D. needs will have the opportunity for enhanced transition between year groups and schools. The SENDCo and Lower and Upper KS2 Coordinators all work closely with the KS1 SENCo and teaching and support staff from Overchurch Infant school (KS1 to KS2 transition) and the SENDCos and staff of our local secondary schools (KS2 to KS3 transition). Individual transition programmes are developed to support individual children's needs. Annual reviews of children with high levels of need, EHCPs and IHCPs are carried out jointly with receiving schools in advance of transition, to establish and set targets for transition and review levels of provision.

MONITORING AND EVALUATING S.E.N.D. PROVISION

The school regularly monitors and evaluates the quality of provision offered to pupils through tracking pupil progress, classroom and small intervention group observations, feedback from pupils, parents/carers and staff through the use of questionnaires and discussion with the SENDCo, use of national data, OFSTED inspections and feedback, book scrutiny by the SENDCo and subject leaders, local authority cluster group meetings and also the involvement of the school governing body.

ROLES AND RESPONSIBILITIES FOR S.E.N.D. PROVISION

Provision for pupils with S.E.N.D. is a matter for the School as a whole. In addition to the Governing Body, the Head Teacher and SENDCo; teachers and other members of staff have important responsibilities. All teachers are teachers of children with special educational needs and disabilities.

Governing Body

The Governing Body, through contact with the Head Teacher, determines general policy for S.E.N.D. children, establishing appropriate staffing and funding arrangements and maintaining a general overview of work in school. One Governor has been appointed to take a particular interest in Special Needs and to monitor the school's work on behalf of SEND pupils. This Governor meets with the SEND Co-ordinator to discuss issues and pupil progress each term. This governor is currently Ms Ellie-Mae Hammond.

A report on special needs is presented to Governors by the Head Teacher once a term and the Governing Body will report to parents about special needs in their annual report.

Head Teacher

Mrs Sheridan has responsibility for the management of S.E.N.D. and keeps the Governing Body informed. She liaises closely with the SENDCo.

SEND Co-ordinator (SENDCO)

The SEND Co-ordinator at Overchurch Junior School is Mrs S. Isaacs. She holds a PGCE qualification in S.E.N.D. (NASENCo Award) and is an experienced class teacher.

The SENDCo's special needs responsibilities include:-

1. Day to day operation of the S.E.N.D. policy.
2. Maintaining a register of those children with special needs and overseeing the records of all these children.
3. Advising and supporting colleagues.
4. Liaising with external agencies, including the Special Needs Support service, medical and social services.
5. Liaising with parents of children with SEN.D.
6. Co-ordinating the provision for pupils with SEN.D, ensuring individual education programmes are in place, monitored and reviewed regularly.
7. Attending relevant courses, providing information and training on national and local changes to colleagues at staff meetings and organising S.E.N.D. INSET when appropriate. Supporting new colleagues, ensuring they understand the school systems in place for S.E.N.D. pupils.
8. Evaluating new learning materials and building up new resources.

OTHER RESPONSIBILITIES

Medical – Ms N Durney (HLTA)

LAC – Mrs Sheridan (Head Teacher), Mrs S Elwill (Deputy Head)

Safeguarding – Mrs Sheridan (Head Teacher), Mrs S Elwill (Deputy Head), Mrs G Dudley (Governor)

Pupil Premium - Senior Leadership Team (SLT) – monitor pupil progress across the school and strategically plan the school curriculum and the allocation of additional staffing and resources.

REVIEWING THIS POLICY

This policy will be reviewed annually by the Head Teacher, Senior Leadership Team, SENDCo, S.E.N.D Team, S.E.N.D. governor, teaching and support staff and parents.

COMMENTS, COMPLIMENTS AND COMPLAINTS

Parents/carers wishing to discuss any S.E.N.D. related issues should contact the school office and request a meeting. The SENDCo will then arrange a meeting, inviting relevant people who can make appropriate contributions. School will make every effort to resolve any issues. Should parents/carers feel dissatisfied after discussions to resolve problems, the Complaints Policy can be viewed on the school website.

The School Governing Body can be contacted through the school office.

The Local Authority (Wirral) can be contacted through the Children and Young People's Department, SEN Section, Hamilton Building, Conway Street, Birkenhead, Wirral, CH41 4FD. Tel: 0151 666 4224.

APPENDICES

Overchurch Junior School S.E.N.D. Information Report can be viewed via a link (School SEND Offer) on our school website:

<http://www.overchurch-junior.wirral.sch.uk/>

Wirral's Local Offer can be accessed through the following website:

www.localofferwirral.org

There is a direct link to this site through the "Wirral Local Offer" tab on our school website.

The Wirral Parent Partnership provides helpful advice and support for parents/carers of children with S.E.N.D:

<http://www.parentpartnership.org.uk/find-your-pps/north-west/wirral/>

The Children and Families Act can be viewed through the official government website:

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

This policy was reviewed in September 2021 by the SENDCO, S.E.N.D Team, Head Teacher, S.E.N.D Governor and a group of parents, teachers and TAs.

This policy will be reviewed again in September 2022.