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AURIOL JUNIOR SCHOOL – SEND POLICY

Reviewed February 2020

Date for Review Spring 2021

Auriol Junior School Vision Statement

To provide a school where happy children are proud to learn in a stimulating environment, taught by confident, creative teachers who understand each child in their class, knowing how they learn and which level they are at, ensuring progress in every class and development of well-balanced global citizens.

At Auriol Junior School we use the definition for SEN and for disability from the SEND Code of Practice (January 2015). This states:

SEN A child or young person has Special Educational Needs if he or she has a learning difficulty or disability which calls for special education provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special Educational Provision means educational or training provision that is addition to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.

Key Roles and Responsibilities

SENCo – Special Education Needs Coordinator: Megan Castle (Currently Louise Hellings Maternity cover)

The SENCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHCP plans (Education and Health Care Plan). Part of the role of the SENCo is to coordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

National Award for SEN Co-Ordination: Was completed in January 2017 by Megan Castle.

Head of Specialist Unit for the Hearing Impaired : Ellie Wilson

The Head of Centre has day to day responsibility for the operation of SEN policy and co-ordination of specific provision made to support those pupils in the HI Specialist Unit.

SEN Governor: Daniel Sims

The SEN Governor champions SEND in Governors’ meetings. He meets regularly with the SENCo and Head of HI Specialist centre and undertakes observations in school with a particular focus on Mainstream Special Needs and the HI Centre.

Vale Road, Stoneleigh, Epsom, Surrey, KT19 0PJ

Tel: 020 8393 4721 Email address: info@auriol.surrey.sch.uk

Website: www.auriol.surrey.sch.uk

Headteacher: Mrs Mandy McDowall

Company Registration No. 07768726 VAT Registration No. 200109287

Teacher with responsibility for Safeguarding: Mandy McDowall Headteacher

Deputies: Rebecca Williams DHT, Louise Hellings, SENCo, Ellie Wilson, Head of HIU, Lisa Gazzard HR & PA to HT

Responsibility for Medical Needs:

The Inclusion team have responsibility for children with SEN and complex medical needs. Mainstream medical needs are the responsibility of School Receptionist.

How was this policy put together?

This policy was created in partnership with the SENCo, Special Needs Governor and parent representatives. It reflects the statutory guidance set out in the Special Needs and Disability Code of Practice 0 – 25 years (January 2015). The policy will be reviewed annually.

How can parents access this policy?

You can get a copy of the policy in a number of ways?

- The school website www.auriol.surrey.sch.uk/
- A hard copy on request at the school office.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

Policy Aims

At Auriol Junior School all pupils are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. All teachers at Auriol Junior School are teachers of SEN.

- We expect all pupils with SEN will meet or exceed the high expectations set out for them based upon their age and starting points.
- We will work hard to give all pupils with SEN the support they need.
- Ambitions educational and wider outcomes will be set together with you as parents and with your child.
- We want all pupils to become confident individuals who will be able to make a successful transition to the next phase of their education journey.



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Policy Objectives

- To ensure there is a clear process for identifying, assessing, planning, providing for and reviewing pupils with SEN which includes parents / carers and their children at the heart of the process.
- To keep parents / carers informed of the changes to SEN imposed by the new legislation in Sept 2014.
- To deliver a programme of training and support for all staff working with pupils with SEN specifically aimed at implementing and incorporating changes to the SEN Code of Practice January 2015. To further develop a parent / carer forum to ensure effective communication relating to pupils with SEN.

How do we identify Special Educational Needs?

Communication and Interaction

- Children with speech, language and communication needs have difficulty in communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communications.

Cognition and Learning

- Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.

Social, Emotional and Mental Health Difficulties

- Children may experience a wide range of social and emotional difficulties which manifest in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as ADD (Attention Deficit Disorder), ADHD (Attention Deficit and Hyperactivity Disorder) or AD (Attachment Disorder).

Sensory and / or Physical Needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age related and may fluctuate over time.

(All descriptions taken from the Code of Practice P97 – 98)

At Auriol Junior School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special education needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

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A Graduated approach to SEN Support

- Every teacher will provide Quality First teaching to all children in their class, carefully differentiated and personalised as appropriate to provide for the differing attainment levels in that class.
- Class 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 other specialised staff.
- All pupils are assessed and monitored for progress and outcomes of their learning every half term and every pupil's progress will be discussed in pupil progress meetings held with class teachers, subject area leaders and SENCo.
- Where pupils are found not to have made expected progress, teachers will assess why this may be the case, looking at attendance, all aspects of learning and a child's social and emotional development. Arrangements may then be made for pupils to receive extra support which will be discussed with parents / carers.

Intervention programmes currently running include:

- Wordshark
 - Number Sense
 - Project X
 - Comprehension Express
 - First Class @ Number
 - Colourful Semantics
 - Lego therapy
 - Speech and Language
 - Zones of Regulation
 - Draw and Talk
 - ELSA
 - Phonics
 - Fine and Gross Motor Skills
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- Feedback and monitoring by intervention staff is provided for class teachers who can then assess the effectiveness of the intervention programme.
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 - If progress is not expected or exceeding expectations following a planned intervention, class teachers and the SENCo may decide to ask for a referral to a specialist support agency such as Speech and Language Therapy, Language and Literacy Support, Behaviour Support, Educational Psychology, Occupational Therapy, Physiotherapy and Physical and Sensory Support.



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How is the decision made to place a child on the Special Needs Register?

Children will be placed on the Register following assessments and discussions with class teachers and other staff who have with parents identified one or more areas of special needs and made arrangements to support the pupil.

The school follows the Surrey SEND Support Arrangements:

- Assess** Initially a clear analysis of the child's needs will be carried out, the views and experiences of the parents / carers and child will be listened to and in some cases assessments and guidance from other educational professionals will be drawn upon.
- Plan** Where SEN support is required, the teacher, SENCo and parent / carer will put together a plan outlining the adjustments, interventions or support which will be put in place for the pupil as well as the expected impact on progress and outcomes along with a clear review date. All staff who work with the child will be made aware of the plan and parents will be asked to support the plan through any home learning required. The child may have his / her targets outlined on an ISP (Individual Support Plan).
- Do** The class teacher is responsible for working with the pupil and will liaise closely with TAs or specialist staff who provide support set out in the plan and monitor progress being made. The SENCo will provide support, guidance and advice for the teacher.
- Review** The plan will be reviewed regularly by the teacher, SENCo, parent / carer and pupil. The impact of the support and intervention will be discussed and will inform the planning and next steps for a further period, or where accelerated progress has been measured, the pupil may be removed from the SEN Register.

Initial the pupil will be put in the category of Additional Support. (This was formerly known as School Action and School Action Plus). Progress will be closely monitored, recorded and costed on a Provision Map. Parents / Carers may be asked to take part in Send Support Arrangements – this will take the form of a meeting with the SENCo and Parent / Carer to talk through the child's history and set outcomes. If a child is making little or no progress with an Additional Support and with help from external agencies, the Send Support Process will proceed and may begin an application for an Education, Health and Care Plan (formerly Statement) which would provide additional funding for the school to provide very particular specialist support to help that child achieve his / her potential.

For pupils with an Education, Health and Care Plan (formerly Statement) parents / carers will be asked to attend an Annual Review yearly.

What does Additional Support mean?

SEN support can take many forms and does not necessarily mean that your child will receive help from a Teaching Assistant. This could include:

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- A special learning programme for your child.
- Extra help from a teacher or teaching assistant.
- Making or changing materials or equipment.
- Working with your child in a small group.
- Observing your child and keeping records.
- Helping your child take part in class activities.
- Making sure your child has understood things by encouraging them to ask questions or try something they find difficult.
- Help other children work with your child, or play with them at break time.
- Support your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

How do we manage the needs of pupils on the SEN Register?

- Parents will be kept informed and updated with regular meetings either with the teacher, SENCo or through parent consultation evenings.
- Where specialist staff are involved, parents / carers will be part of the assessment meetings.
- Interventions are planned and led by trained staff and monitored by class teachers with support from the SENCo and Senior Leadership Team.
- Provision for children's interventions and additional support will be recorded on to a costed provision map showing objectives and outcomes.
- If the school is unable to meet the needs of the pupil from the school's resources, the class teacher and SENCo along with involved agencies in consultation with parents / carers will request additional funding through an application for an Education, Health and Care Plan.
- The SENCo and Head of Hearing Impairment Unit will liaise with additional specialist services as necessary for individual pupils' needs keeping parents / carers informed.
- The SENCo will review the SEN Register every half term and record any changes.
- The SENCo / Head of Hearing Impairment Unit will meet at least annually with the Local authority and parents / carers to review the progress of children with an EHCP (Education, Health and Care Plan). This will be done during the Annual Review Process.
- If pupils made accelerated progress and staff, specialist agencies and parents / carers concur, a pupil may be taken off the SEN Register and will be supported back into Quality First teaching and learning in the classroom.

Who else might be involved with my child?

The School works closely with other support agencies. The agencies currently supporting pupils in the school are: Learning and Language Support, Speech and Language Therapy, Educational Psychology, Behaviour Support, Occupational Therapy, Physiotherapy, CAHMS and Social Services.

Can the school cater for particular Special Needs?

The School has a Hearing Impairment Unit (HIU), which has been specifically designed to meet the needs of pupils with a variety of communication needs. The HIU has qualified Teachers of the Deaf and includes a base for necessary equipment and a Speech and Language room. The HIU is resourced with many support materials and learning resources. Children are within the mainstream classroom with appropriate support where necessary and have sessions with Teachers of Deaf across the week. All classrooms are equipped with Soundfield systems and are acoustically treated, which means all children benefit from amplified and clear sound. A robust staff development training process is in place to ensure the most up to date strategies are employed for the benefit of all pupils.

Please see HI Specialist Centre SEND report for more detail.



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What should I do if I have a problem?

Any queries a parent / carer has about their child must first be addressed to the class teacher involved. The class teacher will then be able to discuss the child and to offer support and advice. If the parent still has queries, then the matter should be referred to the Inclusion team. In the event of continued queries, the Head Teacher will then meet with those involved to discuss the concerns and offer possible solutions.

The parents have the right of appeal to the Governing Body whose SEN Governor will then investigate the matter and report to the Governing Body, Parents and Head Teacher.

If the issue is still not satisfactorily resolved, then the parents have the right of appeal to the LA who will then investigate the concerns.

When will the Policy be reviewed?

In line with all school policies the SEN policy will regularly review annually.