

Burlington Junior School

Shaping Positive Futures



Achieving Our Full Potential

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Special Educational Needs and Disabilities Policy

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This policy should be read alongside the School's SEN Offer, SEN Report and the East Riding's Local Offer.

Aim:

Our aim at Burlington Junior School is to provide a partnership between the teachers, parents/carers and pupils to meet the needs of all children to enable them all to access a broad and balanced curriculum and achieve beyond expectations. At Burlington Junior School, every teacher is a teacher of every child including those with Special Educational Needs. We aim to provide a safe, secure and stimulating environment which raises the aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for children and young people. We believe in equal opportunities and endeavour to meet the physical, emotional, sensory, mental health and intellectual needs of all our children.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To provide support and advice for parents with regards to special educational needs.

Identifying Special Educational Needs

Definition of Special Educational Needs:

"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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Have 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 institutions.

A child under compulsory school age has Special Educational Needs if they are likely to fall within the above definition. "

SEND Code of Practice 2014

For some pupils, SEND can be identified at an early age. However, with many pupils it only becomes evident as they grow and develop. We are committed to the early identification of a child's needs and identifying ways to support and aid the child to make progress.

“A pupil has SEN 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.”

(SEND Code of practice 2014)

In order to identify children with Special Educational Needs we will look at a range of information. We carry out early discussions with Burlington Infant School or the previous educational setting in order to establish the needs of the children to aid transition to Key Stage 2. We use this knowledge of the child's previous progress and development, where appropriate, alongside discussions with parents/carers. We regularly monitor and assess all pupils progress, identifying children making less than expected progress given their age and stage of learning. This may be progress that is significantly slower than their peers, failing to match or better previous rate of progress made, failing to diminish the difference between the pupil and their peers or increasing it. Special Educational Needs may not only refer to that of attainment in academics but also to a child identified as requiring support around social or emotional needs.

A Graduated Approach to SEN:

At Burlington Junior School we believe that all teachers are teachers of SEND. We have a commitment to high quality teaching. 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 services. High quality teaching, differentiated with the pupil's needs in mind, is the first step in responding to pupils who have or may have SEND. Senior Leaders regularly and carefully review the quality of teaching for all pupils, including those with SEND needs. If further provision is required, parents/carers will be informed and provision planned for. This does not necessarily mean the child will be in receipt of SEND support. If, after a timely intervention, expected progress has not been made then we may look at co-creating a Termly Support Plan document, taking into account parent/carer views as well as the child's.

Managing Pupils Needs on the SEN Register:

The school is constantly monitoring the progress of all children, including those identified as having SEND. We follow the Asses – Plan – Do – Review cycle each term.

Any interventions which take place are monitored by the SENCO to establish its effectiveness. A variety of different assessment criteria are used in order to evaluate the impact of the intervention on the individual, one of which is the monitoring of academic progress through teacher assessments. However, this is not always relevant to the specific interventions in place, for example social and emotional provision. For this area, we may find the use of a Boxall Profile assessment more relevant. Therefore, we look at a range of areas within school and refer to the child's Termly Support Plan to assess development towards the desired outcome identified.

Regular discussions take place between Support Staff, SENCO and Class Teachers in order to adapt any interventions to the changing needs of the pupil. During this process, the views of the pupil will also be taken into account.

The SENCO invites parents/carers to review and co-create Termly Support Plans at a variety of points during the academic year. Here we discuss the child's progress and discuss ways in which home and school can work together in order to support the child's needs, both in school and outside of school. It is important to include the views of the pupil within the monitoring, assessment and co-creation of the Termly Support Plans. We use one page profiles to help collect the views and wishes of the pupil.

If the child has an Education, Health and Care Plan, we complete the annual review process with a child centred approach each year. This is in addition to and in conjunction with the school's Termly Support Plans.

Supporting Pupils and Families

There is a breadth of knowledge and resources available within the East Riding. This can be explored and discovered through the use of the 'Local Offer' website.

<http://www.eastridinglocaloffer.org.uk/>

Our school itself has links to many different agencies within our area and more details about this can be found in the school's local offer document on the website. Sometimes, additional support is required for a family outside of the school day. This is when we can work together with the family to create an Early Help Assessment document. This document helps to tell the story for the family or young person, and can be a single point of reference for external agencies. After completing this document, the school would be able to refer to other agencies that may be able to support the family. We act upon the advice of EHASH (Early Help and Safeguarding Hub), when creating and processing these assessments.

When it comes to transition, we work closely with the local Infant school and any other previous educational provisions, to ensure a good transition for all pupils. The SENCO and Pastoral worker attend transition meetings and sessions to meet with parents/carers and pupils and understand their differing needs. When pupils are ready to move onto Secondary schools, the SENCO works closely to ensure necessary information is shared and transition meetings can be arranged. It is also important to consider whether additional transition sessions at the chosen Secondary placement would be beneficial.

Training

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

Training needs are identified in a range of ways. Through the appraisal process for all staff, through the changing needs of the pupils we teach or through the monitoring and evaluating process of teaching and interventions.

The school's SENCO regularly attends the Local Authority's SENCO forum meetings in order to keep up to date with local and national updates in SEND.

Role of the Special Educational Needs Co-Ordinator

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with parents of children with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that school keeps the records of all pupils with SEN up to date.
- Ensuring children with SEN are making progress through the use of pupils tracking and data analysis.
- Liaising with co-ordinators of other curriculum areas to ensure that children with SEN have full access to their curriculum area.
- Attending CPD relevant to the development of the role and feedback relevant information when necessary.
- Making staff aware of training relevant to their own role in the development of SEN.
- Reporting to the school's Governors.

SEN Code of Practice (2014)

Accessibility

Please see the school's 'Equality Policy', which can be found using the link below.
<http://burlingtonjuniorschool.org/parents/school-policies/>

Reviewing the Policy

This policy will be reviewed annually.