



Company No. 07986218

## **SEND POLICY**

**September 2018**

Special Needs Co-ordinator – Miss S. Coles

### **Aims**

At Eagley Junior School we believe that all children are entitled to a broad and balanced curriculum which is related to the needs of the individual. This applies to all children, whether or not they have been identified as having special educational needs.

### **Objectives**

- To involve all staff in the identification and support of children with SEND (including gifted, talented and more able children; and also those with significant barriers to their learning).
- To use a range of strategies including transfer information, formal and informal discussions, medical information, parental involvement, testing, assessments and observations to enable early identification of SEND and the provision of appropriate support.
- All staff to be aware of the range of causes of difficulties including social, emotional and medical health problems.
- To endeavour to work in partnership with parents so that they are actively involved in their child's education.
- To make effective use of the support agencies available to the school.
- To promote equal opportunities for all children, whatever gender, background, race or ability.

### **Inclusion**

Eagley Junior School operates a fully inclusive policy to membership of extra-curricular clubs and teams.

**Admission Arrangements** - are detailed in the current Admissions policy.

### **Access**

The main entrance to the school is fully accessible to disabled visitors and staff. There are access ramps to the entrances to each year group block. Doors around school have been widened to allow wheelchair access to all areas.

A sluice room and therapy room have been added to provide for the needs of pupils with physical difficulties and for visitors with additional needs. Handrails have been fitted to all indoor and outdoor stairs. There is an internal platform lift.

### **The Role of the Special Needs Co-ordinator**

The co-ordinator is responsible in conjunction with the headteacher for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.

Duties include:-

- Maintaining the SEND Register.
- Overseeing/maintaining accurate records.
- Overseeing/maintaining the school's SEND information report. (school offer)
- Liaising with class teachers to facilitate the identification and assessment of and provision for pupils with SEND.
- Tracking pupil progress.
- Liaising with parents.
- Arranging planning/review meetings with class teachers.
- Arranging planning/review meeting with outside agencies.
- Arranging and chairing Annual Review of EHCP meetings.
- Liaising with Infant School and High Schools prior to transfer.
- Organising access arrangements for SATS
- Evaluating SEND throughout the school.
- Auditing resources, providing training and ensuring efficient use of resources.
- Overseeing SEND funding arrangements.
- Attending relevant courses and meeting.
- Liaising with the Governing Body through termly reports to governors and meetings with the Special Needs Governor.

### **Identification, Assessment and Review**

A significant number of children may experience some form of special educational need at any time during their time at Eagley Junior School. Early identification is essential to ensure appropriate support is provided.

Special needs support is provided through quality first teaching. Outside agencies may be involved in providing advice and/or support. Support not available to other pupils may also be provided from within school by staff targeting specific difficulties experienced by a child. (See Waves of Intervention and strategies within our School SEND information )

Identification of needs may be based on:-

- discussions with feeder schools, documentation etc.
- assessments
- observations
- SATs
- teacher/parent concerns.

### **Assessment**

- SAT results are analysed.
- Young's Spelling and Salford Reading tests are used as a measure of

progress.

- Other diagnostic assessments such as maths checklists, behaviour profiles, phonic checklists, Sandwells, NARA, DST etc may be used as appropriate.

### **Monitoring**

- Target setting in English and Maths applies across all ability groups.
- Provision of individual targets is monitored at least termly and progress is analysed using the graduated approach – Plan, Do, Review (see model within our School offer document)
- Staff meetings address shared problems and new concerns.
- Recording is monitored by the SENCO.
- Effectiveness of strategies is evaluated by SENCO/Headteacher on a termly basis.

### **Safeguarding**

The school is aware that children with special needs are more vulnerable to abuse. All staff are reminded to be particularly vigilant when such children are in their care.

### **In-service Training**

In service training for teaching and non-teaching staff is co-ordinated by the Headteacher and is linked to the overall School Development Plan. In addition, personal targets related to performance management indicate training needs appropriate to the individual member of staff and these issues may relate to SEND issues and may not be apparent to the School Development Plan.

Some INSET is appropriate for individual members of staff as a pupil with e.g. physical or emotional difficulties moves through the school. Support or advice of this nature is available from support agencies.

Whole staff training is available as necessary and, as appropriate, may include SNAs, TAs and governors.

### **Success Criteria**

- Teachers are aware of pupils with SEND and follow the school's identification procedures.
- Parents are involved in partnership with the school in supporting their child.
- SENCO liaises with the Special Needs Governor at least termly and the Governing Body is kept informed.
- Governors report on Special Educational Needs matters annually.
- Appropriate staff INSET takes place.
- Resources are utilised effectively.
- Children with SEND are taught alongside their peers, having full access to the National Curriculum and differentiated programmes of work. They may also have access to specialist teaching in withdrawal groups for short periods of time.

### **Staffing and Resources of SEN**

- Support services involved include the Educational Psychologist, Behaviour Support Team, Child and Family Therapist, Physiotherapist, Occupational Therapist, Wheelchair Services, hearing support, Speech and language Therapist, the School Nurse and Ladywood Outreach services.
- Each class has access to a teaching assistant for at least 2.5 days per week. While not specifically employed to work with SEND pupils, there are obvious

advantages for some of these pupils who require support.

- Some Teaching Assistants have been trained to deliver specific support programmes.
- A bank of SEND materials is kept centrally and borrowed as appropriate.

### **Guidelines**

- The school follows the Code of Practice and LEA systems in the procedures for identifying and helping children with SEND.
- Teachers consult the SEND Co-ordinator about any child whose academic progress, behaviour or health requires special attention.
- A decision will be made on appropriate action in consultation with parents if possible.
- Parents will be kept informed about progress, ways of helping, involvement of external agencies etc.
- Class teachers are responsible for keeping up-to-date records of children on the register.
- SENCO is responsible for co-ordinating human and physical resources, providing extra assessment, advice etc, liaising with outside agencies and maintaining register,
- SENCO will keep the Governing Body informed through termly meeting with the Special Needs Governor.
- Any parent with a complaint is advised to speak either to the SENCO or the headteacher initially. The complaint may be addressed to the Governors if the parent so wishes.
- Resources will be reviewed annually.
- Policy and procedures will be reviewed regularly.

### **Associated policies:**

First Aid & Medicines  
Health & Safety  
Safeguarding

### **Document history:**

<b>Issue</b>	<b>Date</b>	<b>Comments/amendments</b>
1	March 2008	Original policy drafted
2	June 2008	Original policy adopted
3	Spring 2010	Amended to include safeguarding statements
4	Sept 2013	Minor updates
5	Sept 2014	Amended to reflect new Code of Practice
5.1	Sept 2015	Reviewed
5.2	Sept 2016	Reviewed
5.3	Sept 2017	Reviewed
5.4	Sept 2018	Reviewed