

Special Educational Needs & Disability Policy

At Bordon Junior School, we believe every child has the right to be happy and successful. We know that to achieve this most children will need additional support at some point in their school career.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

1. Principles

- 1.1. All children are valued equally and have the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours.
- 1.2. The diversity of children's needs is recognised and met through flexible, responsive and varied provision.
- 1.3. Children are empowered so that their voice is heard, and heeded in decisions made about them.
- 1.4. Parents and carers are partners in meeting the needs of their children.
- 1.5. All children are entitled to have access to a broad, balanced and relevant curriculum, differentiated to meet individual learning styles, strengths and needs.
- 1.6. The school will take all reasonable steps to ensure that where a child has special educational needs, they are identified early and appropriate action taken.

2. What are Special Educational Needs and Disability (SEND)?

- 2.1. A child has special educational needs and disability (SEND) if they have learning difficulties and/or disabilities that make it harder for them to learn than most other children of about the same age.
- 2.2. Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the

barriers their difficulties present quickly and easily. A few children will need extra help, for some or all of their time in school.

2.3. Special educational needs and disability could mean that a child has:

- learning difficulties – in acquiring basic skills in school
- emotional and behavioural difficulties – making friends or relating to adults or behaving properly in school
- specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child's progress and/or involves treatment that affects their education.

2.4. Children make progress at different rates and have different ways in which they learn best. The teachers take account of this in the way they organise their lessons and teach. Children making slower progress or having particular difficulties in one area, may be given extra help or different lessons to help them succeed.

2.5. It should not be assumed, that just because a child is making slower progress than expected or they are receiving different support, help or activities in class, that they have special educational needs.

3. The role of the SEND Coordinator (SENDCo)

- 3.1. overseeing the day-to-day operation of the school's SEND policy
- 3.2. coordinating provision for children with special educational needs and disability
- 3.3. liaising with and advising fellow teachers
- 3.4. managing learning support assistants
- 3.5. overseeing the records of all children with special educational needs and disability
- 3.6. liaising with parents of children with special educational needs and disability
- 3.7. contributing to the in-service training of staff
- 3.8. liaising with relevant members of the Chichester Academy Trust
- 3.9. liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

4. Identification, Assessment and Provision

- 4.1. Each child's current levels of attainment and progress are regularly assessed to establish a pattern of individual strengths and weaknesses; identify next steps in learning; and identify where additional support may be required. In addition, a range of special assessments are available, and the school makes use of a number of external agencies to identify the nature of any difficulty.
- 4.2. A graduated response recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

5. SEN Support

- 5.1. When a special educational need is identified, the class teacher provides interventions additional to the usual differentiated curriculum. This is called SEN Support.
- 5.2. The triggers for intervention through SEN Support will be concern, underpinned by evidence, about a child who:
 - 5.2.1. makes little or no progress even when teaching is targeted on an identified area of weakness
 - 5.2.2. shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
 - 5.2.3. presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
 - 5.2.4. has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
 - 5.2.5. has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- 5.3. The SENDCo will support further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitor the action taken.
- 5.4. The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.
- 5.5. Parents will always be consulted and kept informed of the action taken to help the child, and the outcome of this action.
- 5.6. A request for support from external services is likely to follow a decision taken by the

SENDCo and colleagues, in consultation with parents, at a review of the child's Learning Support Plan (LSP).

- 5.6.1 External support services, will usually see the child so that they can advise teachers on new LSPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.
- 5.7. The triggers for higher level external support will be that, despite receiving individualised support under SEN support, the child:
 - 5.7.1. continues to make little or no progress in specific areas over a long period
 - 5.7.2. continues working at National Curriculum age related expectations substantially below that expected of children of a similar age
 - 5.7.3. continues to have difficulty developing skills in literacy and mathematics
 - 5.7.4. 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 support plan.
 - 5.7.5. has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
 - 5.7.6. has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- 5.8. When school seeks the help of external services, detailed information is provided in order to establish which strategies have already been employed and which targets have been set and achieved.
- 5.9. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.
- 5.10 The resulting LSP for the child will set out fresh strategies for supporting the child's progress.
- 5.10. These will be implemented, at least in part, in the normal classroom setting and the delivery of the interventions recorded in the LSP continues to be the responsibility of the class teacher.

6. Nature of intervention 6.1. The SENDCo and the child's class teacher decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- 6.1.1. different learning materials or special equipment

- 6.1.2. some group or individual support
- 6.1.3. extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- 6.1.4. staff development and training to introduce more effective strategies
- 6.1.5. access to LA support services for one-off or occasional advice on strategies or equipment

7. Learning Support Plans

- 7.1. Strategies employed to enable the child to progress will be recorded within a Learning Support Plan (LSP). The Learning Support Plan will include information about:
 - 7.1.1. the short-term targets set for the child
 - 7.1.2. the teaching strategies to be used
 - 7.1.3. the provision to be put in place
 - 7.1.4. when the plan is to be reviewed
 - 7.1.5. outcomes
- 7.2. The LSP only records support which is additional to the core provision available to all children, focusing on three or four individual targets that match the child's needs.
- 7.3. A child friendly format is used to ensure everyone, including the child, is able to access the information.
- 7.4. The LSP is reviewed at least twice a year and parents' views on their child's progress are sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.
- 7.5. Partnership with parents plays a key role in enabling children with SEND to be successful. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND are treated as partners and supported to play an active and valued role in their children's education.
- 7.6. Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

8. Strategies for supporting pupils with SEND

The overview below provides support for staff and support staff in identifying classroom-based strategies which may be useful in meeting pupils needs within lessons. The strategies outlined are relevant to the subject being taught, teaching style and pupil's immediate needs. Pupils may have several difficulties in a number of areas. The Provision Mapping below shows possible interventions available to support areas of need if intervention is needed.

<u>Area of need</u>	<u>Implications</u>	<u>Quality First Teaching (QFT) should include:</u>
Cognition and Learning <i>General learning difficulties</i>	<ul style="list-style-type: none"> • Difficulty acquiring English/Maths skills • Difficulty acquiring new concepts/ideas • Diagnosis of dyslexia • Working memory difficulties • Slow processing skills 	<ul style="list-style-type: none"> • Break down lessons/tasks in to small chunks • Written text/spoken language at appropriate level • Teaching relates to everyday experiences as often as possible • Use of word banks and glossaries • Pre teaching of key vocabulary • Overlays (where appropriate) • Use of pale coloured backgrounds/coloured paper • Pupils record/present work in a variety of ways • Recognise effort and success with rewards/praise • Multi-sensory methods • Record steps/able to 'think out aloud' on whiteboards • Explicit instructions for expectations • Extra time allowance • Effective use of Support/Staff
Cognition and Learning <i>Specific learning difficulties</i>	<ul style="list-style-type: none"> • Poor fine motor coordination (untidy handwriting/presentation) • Poor working memory (visual/auditory) which will affect ability to follow instructions • Poor organisation (remember books/homework/how they organise their thoughts and written work) • Persistent difficulties (whilst able to learn other things easily) • Valuable contributions but find it difficult to present ideas in written form • Written work takes much longer to complete than peers • Restricted vocabulary compared to oral ability: leading to poor self-image/behaviour 	<ul style="list-style-type: none"> • Recognise effort does not reflect output • To avoid unfinished work, help pupil to complete core elements of the work • Allow additional time when working from the board, speak slowly to accommodate short working visual or auditory memory • Encourage 'planning' opportunities before writing: concept maps, key word lists, text maps, writing frames • Regular opportunities to reuse/recap/revisit key concepts and vocabulary to help compensate for poor memory • Praise and reward effort and achievement • Enlarge texts/cover some of texts in paragraphs to reduce amount of text pupil has to focus on. • Record notes on whiteboard to aid memory • Encourage shared/pair work • Effective use of Support/Staff

<p>Cognition and Learning</p>	<ul style="list-style-type: none"> Weak auditory and/or visual memory 	<ul style="list-style-type: none"> Multi-sensory presentation of information Small steps with frequent review of the key points Encourage small group reinforcement of key points Reduce the amount of copying of information from the whiteboard Key adult support as necessary Write the key steps for the lesson on the board Present the structure of the lesson at the beginning Look for times when a pupil is off task or distracted since this may be a signal that s/he has not heard or recalled instructions given earlier repeat verbal instructions slowly and ask the pupil to repeat them to a peer Be aware that a pupil with memory difficulties can easily become frustrated For pupils with visual memory problems give the pupil small amounts of visual information at a time by covering part of a page with paper Highlight or underline vital information and instructions
<p>Communication and Interaction</p>	<ul style="list-style-type: none"> ASD Speech and Language difficulties Expressive/receptive language delay 	<ul style="list-style-type: none"> Break tasks down Clear and explicit success criteria Unpicking of new and key vocabulary – explicit teaching of words Use of checklists Visual prompts Use of visuals/timetables Awareness of sensory sensitivities Strategies in pupil Profile being followed/EHCP Consideration to seating plan Consideration to groupings Clear and consistent boundaries, rewards and sanctions Effective use of Support/Staff
<p>Physical and sensory</p>	<ul style="list-style-type: none"> Handwriting 	<ul style="list-style-type: none"> Check pencil grip/use pencil grips Encourage larger cursive writing Encourage keyboard skills Give a range of presenting information: storyboard, sequencing activities, writing frames, multiple choice Use scribing to ease frustration

Physical and sensory	<ul style="list-style-type: none"> • Visual impairment • Hearing impairment • Physical disability • Hearing loss • Glue ear • Intelligibility of speech • Misunderstanding/mishearing • Pupil makes spelling/grammatical errors – i.e. omitting plurals 	<ul style="list-style-type: none"> • Consideration to seating plans • Specialist equipment where necessary • Strategies in Pupil Profile being followed/EHCP • Effective use of Support/Staff • Use a normal voice – do not shout or over exaggerate • Repeat other pupil contributions • Try not to speak whilst standing behind pupil/facing whiteboard • Give clear instructions and check for understanding • Effective use of Support/Staff
Social and emotional	<ul style="list-style-type: none"> • Poor concentration 	<ul style="list-style-type: none"> • To finish tasks within allotted time give 10 minute checks; i.e. outline amount of work you expect pupil to complete in this time and check • Give praise/rewards for completion of tasks • Use pupil self-monitoring for certain lessons to identify whether work is being completed on time and provide regular feedback on performance in class • Ensure eye contact when giving key instructions to these pupils • Ask pupil to repeat instructions/explain their understanding of a concept to a peer or teacher • Ensure that the pupil is sitting away from distraction, e.g. traffic areas, materials, positioning of equipment which may distract • Give cues that vital instructions are about to be given • Ensure that the pupil is sitting in a suitable position in the classroom, close to teacher; with easy eye contact • Ensure that there is a quiet area where the pupil may work

<p>Social and emotional</p>	<ul style="list-style-type: none"> • Pupils with social emotional or behavioural difficulties exhibit behaviours which make it difficult for them to function effectively at school or disrupt the education of other pupils. Pupils may be withdrawn, have low self-esteem, exhibit anti-social or uncooperative or aggressive behaviour. Many pupils with social emotional and behavioural difficulties have special needs as great as those with a more obvious disability and therefore need special help. They desperately need to develop a sense of worth before they can benefit from their education. Underneath, these pupils want to be liked, accepted and to feel successful. In many cases such pupils also experience significant difficulty in acquiring basic literacy and numeracy skills and often function at a frustration level and therefore feel that they fail all the time. 	<ul style="list-style-type: none"> • Ensure that work is at the right level so pupils can succeed • Take an interest in the pupil as an individual • Use humour to create a positive classroom atmosphere • Avoid confrontational situations - reprimand in private wherever possible, and avoid sarcasm • Tactically ignore some unwanted behaviour while praising even small successes • Focus on the behaviour not the child's personality • Use reward systems • Ensure targets are very specific • Discuss problems with Inclusion Team • Praise is often more effective in private or can be a series of unobtrusive signals - thumbs up, wink, nod • Set ground rules in the classroom so pupils know what is expected of them, be prepared to remind frequently • Emphasise the positive, individual specific praise for good behaviour as well as good work • Be fair and consistent, don't make idle threats • Target specific behaviour (e.g. calling out). • Don't expect to put everything right at once - progress may be slow • Effective use of Support/Staff
<p>Social and Emotional <i>Attachment/attention</i></p>	<ul style="list-style-type: none"> • Continually engages in behaviour that demands excessive attention from teacher and peers • Frequently disturbs teacher and peers • Talks out of turn • Makes silly noises • Constantly gets out of seat • Interrupts lessons with attention-seeking behaviour • Works only when receiving attention 	<ul style="list-style-type: none"> • Make expectations about behaviour very clear • Establish rules and boundaries and reward compliance • Use stickers, certificates, reward system • Develop a whole class reward system. This will encourage a feeling of belonging and working towards a common goal • Teach friendship skills to enable child to make and maintain relationships. • Pair with good role model • Use a 'work buddy' system • Take an interest in the child and their hobbies • Share relevant information about common out of school activities • Use Circle-time activities to encourage co-operative group work, and place problems in a social context • Foster a sense of belonging where every member is valued and valuable

		<ul style="list-style-type: none"> • Create an environment where it is safe to take risks and make mistakes • Focus on children's abilities and strengths rather than on disabilities and weaknesses • Group work to encourage co-operation and collaboration • Teach positive self-talk • Encourage positive self-talk before beginning tasks • Put positive signs around the class room. • Make mistakes OK. Everyone makes mistakes - we can learn from them, our work doesn't always have to be good - good enough will do. Minimise the effect of making mistakes • Recognise achievement. Celebration assemblies, Certificates and stickers • Positive time-out • Self-approval • Modify teaching methods. Use concrete learning materials • Self-explanatory worksheets • Self-correcting assessment • Teach one step at a time • Show the child that they are capable • Effective use of Support/Staff
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9. Statutory Assessment of Special Educational Needs and Disability Leading to an Educational Healthcare Plan

- 9.1. Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.
- 9.2. Where a request for a statutory assessment is made, the child will have demonstrated significant cause for concern.
- 9.3. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put

in place. The school will provide this evidence through SEN Support, this information may include:

- 9.3.1. Learning Support plans for the pupil
 - 9.3.2. records of regular reviews and their outcomes
 - 9.3.3. the pupil's health including the child's medical history where relevant
 - 9.3.4. levels of attainment in literacy and mathematics
 - 9.3.5. educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
 - 9.3.6. views of the parents and of the child
 - 9.3.7. involvement of other professionals including those outside of education such as health or social services
- 9.4. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources available to the school, the LA will consider the case for a statutory assessment of the child's special educational needs.
- 9.5. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a statement.
- 9.6. An Educational Healthcare Plan (EHCP) will include:
- 9.6.1. the pupil's name, address and date of birth
 - 9.6.2. details of all of the pupil's special needs
 - 9.6.3. the special educational provision necessary to meet the pupil special educational needs
 - 9.6.4. the type and name of the school where the provision is to be made
 - 9.6.5. relevant non-educational needs of the child
 - 9.6.6. information on non-educational provision
- 9.7. All children with an EHCP will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the objectives of the EHCP.

9.8. These targets will be set out in an LSP and be implemented, at least in part and as far as possible, in the normal classroom setting.

9.9. The delivery of the interventions recorded in the LSP will continue to be the responsibility of the class teacher.

10. Annual review of an Educational Healthcare Plan

10.1. All EHCPs must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP.

10.2. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

10.3. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENDCo of the receiving school should be invited to attend the final annual review in primary school of pupils with EHCPs, to allow the receiving school to plan an appropriate LSP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transition will occur.

11. Accountability

11.1. This policy is monitored and reviewed by the Governing Body.

11.2. The school complies with all relevant legislation as well as guidelines from Hampshire County Council.

12. This policy is reviewed annually by governors in line with the policy review schedule.