



# Godalming Junior School

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Lead, Adam Samson, Andrea Crook or Karen Sutton*

## **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

**This policy was reviewed: Autumn 2016**

**This policy will be reviewed next: Autumn 2017**

**This policy will be reviewed by: The Safeguarding Committee**

### **Introduction:**

Godalming Junior School is committed to providing an appropriate and high quality education for all pupils. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. We encourage effective parent/carer and school partnership. This policy should be read in conjunction with all other school policies but with appropriate reference to Learning and teaching, Behaviour Management and Equality Policies.

The Godalming Junior School SENDCo is Rachel Trinder. The named Governor for SEND is Kate Cooney



# Godalming Junior School

### **Definition of Special Educational Needs:**

Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them:

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of the children of the same age; or
2. have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the education authority.

We are committed to the early identification of needs. We adopt a graduated response, aiming to target provision at the right time, as recommended in the SEND Code of Practice 2014. This approach recognises that there is a continuum of special educational needs and that a range of strategies and classroom resources should be put in place before calling upon outside resources.

In the 2014 SEND Code of Practice, four main areas of special educational need are identified:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory / physical

**Responsibility:**

It is a responsibility of the whole school to meet the needs of the children with SEND.

The Governing body has a mandatory responsibility towards the children with SEND.

**Their responsibilities include:**

- The SEN and Inclusion policy is in line with the requirements of the education and disability Acts and SEN Code of Practice.
- Access to the policy is readily available to all staff including supply staff.
- The policy is clearly articulated and consistently applied.
- SEN records are maintained by all staff and kept up to date.
- The Governing Body will receive details regarding the success of the SEN and Inclusion policy, and any changes to it.
- The policy is available to parents on the school website.

**The SENDCo is responsibilities include:**

- Determining the strategic development of the SEND and Inclusion policy and provision with the Headteacher and Governing Body
- Overseeing the day to day operation of the SEND policy
- Coordinating the provision for SEND children through the development of the provision map
- Managing the professional role of the Learning Support Assistants
- Advising the supporting school staff
- Contributing to the professional development of staff
- Monitoring children's progress and setting targets for improvement.
- Ensuring that Provision Maps are in place, and reviewed.
- Ensuring that Statements or Education, Health and Care Plans (EHCP) are in place for those who need them and that they are reviewed annually.
- Ensuring that relevant information about SEND children is collected, recorded, updated and disseminated.
- Meeting with the SEN Governor termly to keep her informed of progress so that she can maintain an overview of the support provided for SEND pupils and to discuss areas for development.
- Liaising with external agencies including SEND management, External Educational support agencies and Health and Social Services.
- Ensuring liaison between parents, outside agencies and other professionals

### **Class Teachers' responsibilities include:**

- Ensuring that the needs of all children in his/her class are met through a differentiated curriculum and suitable deployment of support staff.
- Familiarising themselves with children's records and information regarding their SEN children
- Supporting children in achieving their Provision Map expected outcomes.
- Keeping the SENDCo informed of any changes to need or circumstances
- Using advice and strategies suggested by outside agencies
- Informing the SENDCo of their concerns, or concerns expressed by parents
- Involving pupils at an appropriate level in planning their own learning.

### **The Learning Support Assistants' responsibilities include:**

- Supporting groups or individual pupils in accessing the curriculum under the directions of the class teacher and the SENDCo
- Providing feedback to the teacher regarding children's progress in class lessons.
- Providing feedback to the class teacher regarding children's progress in achieving Provision Map expected outcomes
- Keeping records of their work with individuals or groups

Parents/Carers support their child by giving encouragement, attending meetings and reviews.

### **Admission arrangements:**

We welcome all children to Godalming Junior School and endeavour to ensure that the appropriate provision is made to cater for their needs. Pupils with EHCP or Statements are fully included unless it would be incompatible with the efficient education of other children and there are no reasonable steps to prevent the incompatibility.

The school admits pupils irrespective of their gender, race disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

### **Arrangements for Co-ordinating SEND Provision:**

THE SEND Code of Practice recommends that when a child is identified as having special educational needs the school should provide support which is additional to or different from those provided as part of the school's differentiated curriculum. This is called SEND support.

Should a child fail to make progress over time, despite this additional support being given, the school may request advice and support from the multi professional team or other professional educational support agencies and increase or modify this additional support. The range of support provided at SEND level will vary between individuals according to their level of need.

The next stage of this graduated approach is requesting an education, health and care assessment from the LA. This only occurs in a very small number of cases when a child's special educational need is a significant cause for concern.

Surrey LA has created 'SEND Support Arrangements' which offers a robust recording platform. For each part of the process there are specific actions that should be taken and guidance on how the needs of the child should be met. All information pertaining to this can be accessed at:

[www.surreycc.gov.uk/schools-and-learning/childcare-professionals/supporting-children-as-a-childcare-professional/supporting-children-with-send](http://www.surreycc.gov.uk/schools-and-learning/childcare-professionals/supporting-children-as-a-childcare-professional/supporting-children-with-send)

Support for children with SEND is planned and reviewed on a termly basis. The school provision map details all additional support arrangements for children with SEND. The SENDCo devises the Provision map in consultation with other staff. We provide a wide range of arrangements such as:

- Small group work or individual support within the classroom
- Additional small group support in maths and literacy
- Groups for catch up phonics, spelling, phonological skills, social skills and language programmes outside of the classroom.
- Behaviour monitoring charts and reward systems
- Individualised programmes of work
- Increased use of laptop and ICT
- Use of symbols to aid understanding
- Support is reviewed and amended as necessary each term according to each child's progress in relation to the National curriculum and Provision mapping targets.

### **Arrangements for Complaints:**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo.

In the event of a formal complaint, parents are advised to contact the Head teacher. The Concerns and Complaints policy is published on the school website. The Surrey Parent Partnership (S.P.P) helpline is available for parents who wish further information or support. The service can be contacted on 01737 737300 or [spp@surreycc.gov.uk](mailto:spp@surreycc.gov.uk)

### **Specialisms:**

The school does not have a special unit

### **Disability access arrangements:**

Godalming Junior School has experience in supporting children with a variety of needs. The main school building has classrooms situated on the ground floor and therefore does not require the installation of a lift. The entrance doors are double doors and wide enough for wheelchair access, although they are not automatically activated. There are no disabled cloakroom facilities in the building. Access to the dining room, library and cook room have proved to be difficult as the steps are steep by nature and the installation of a ramp would be a challenge. There is access at the back of the building, but the current entrance would not be wide enough for a wheelchair.

Professional development for teaching and support staff is detailed in the annual development plan which is updated in the autumn term of each academic year.

### **Allocation of resources**

The delegated SEND budget is used for the SENDCo salary and support assistants. A budget is also allocated each year according to the resources needed to carry out SEN provision. Children with an EHCP are provided with additional funding from Surrey County Council.

The delegated budget is used directly to support children with Special Educational Needs and disabilities through the teachers, HLTA and LSA support throughout the school. Support is given within the classroom, on an individual basis or as part of a small group according to a child's level and area of need.

The classrooms contain support materials to address children's needs in Literacy and Numeracy and other subject areas, including games, differentiated activities and ICT based learning platforms.

### **Identification and provision:**

The National Curriculum's statement on Inclusion sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges; responding to pupils' diverse learning needs
- Overcoming potential barriers to learning
- Assessment for individuals and groups of pupils.

At Godalming Junior School all children are entitled to a broad and balanced curriculum. We aim to identify barriers to learning as early as possible. We enable access to the curriculum through differentiation of the curriculum, additional resources, additional adult support, specialist equipment and small group work. We make special arrangements for tests, if appropriate and with the permission of the LA. We seek advice from the multi professional team and other professionals in order to maximise children's access to the curriculum. Pupil progress is monitored by teaching staff through scrutiny of assessment data and observation of pupils. All children are included in every aspect of the school life such as trips, extra-curricular activities, school council, positions of responsibility.

Information from other professionals eg. Health or Social Services, is followed up through further discussion or assessment as appropriate. An individual provision map will be drawn up to address the needs of children who receive SEND support. The map will be reviewed with the class teacher, parents and child at least every term. If a child fails to make adequate progress through SEND support provision and has demonstrated significant cause for concern, following discussion with parents and external agencies, school will put forward a request to the LA for an EHCP assessment to be carried out.

The evidence will include:

- Previous provision maps and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment in English and Maths
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents and where appropriate the child

### Staff Development:

The SENDCo attends regular network meetings to update and revise developments in Special Educational Needs and Inclusion. SEND issues are raised in staff meetings and Staff are involved with further training in line with the school development plan. The SENDCo will deliver INSET related to SEND teachers and support staff


The SENDCo meets with new staff and NQTs to induct staff on SEND policy. Regular meetings between the SENDCo and LSAs take place to discuss issues from which training needs may arise. These will be dealt with in-house or through input from external agencies.

### Support agencies involved with school:

The Multi Professional team consists of the Educational Psychologist, Behaviour Support Teacher, Learning and Language Support Teacher, The School Nurse, Educational Welfare Officer and Social Services Locality Team staff. The involvement of the multi professional team is mapped out at a yearly planning meeting, which usually takes place in the Autumn Term.

Involvement of these professionals is by referral. Referral to the Educational Psychologist, Behaviour Support or Learning and Language Support requires parental permission. These professionals provide consultation to school staff about SEND issues and individual pupils. The Educational Psychologist becomes involved once Behaviour Support or Learning and Language Support have been involved for at least a term.

Further agencies to support pupils with SEND are:

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- Physical and Sensory Support Service
  - Health Professionals:
  - Speech and Language therapist
  - Occupational Therapist
  - Physiotherapist

### Home School Link Worker (HSLW)

The school is fortunate to have a Home-School Link Worker, **Mrs Karen Sutton**, who is in school on a **Monday** and **Thursday** and may be contacted directly through the school office. She can offer practical help and advice to parents/carers on a broad spectrum of home concerns which may be affecting the well-being and progress of their child in school. Issues might include difficulties with homework, poor sleep patterns, family crisis, frequent absence or lateness, health and social issue.

The HSLW works with children individually and in small groups on social skills and self-esteem development. She can be approached by children who need to speak to an adult in confidence. She has Child Protection training and liaises with support services such as Educational Welfare Officer, Health Visitor, School Nurse and Social Services. Class teachers and the SENCo may alert the HSLW if there is a concern they would like discussed.

### Links with other educational establishments and transition arrangements

The SENDCo liaises with SEND staff at feeder schools and meets with staff from local Secondary Schools at transition.

The SEND file is passed to receiver schools

The SENCo will visit infant feeder schools and organise:

- Visits by children from feeder school to school events
- Year 2 children visit school for Orientation days
- Pre-transfer visit in Summer term by Year 2 children from feeder schools.
- SENDCo visit to feeder schools to discuss children before transfer
- Liaison with classteachers at infant and Godalming Junior with respect to specific needs.
- SEDNCo or Year 3 staff attend annual reviews of any Year 2 children with an EHCP who will be transferring to Godalming Junior.

The SENDCo will visit secondary schools and organise:

- Visits by Year 6 children to Secondary School for activity days
- Pre-transfer visit to Secondary schools by Year 6 children during summer term
- Liaison between SENDCos from Secondary Schools and SENDCo and Year 6 staff to discuss transfer arrangements for children on the Code of Practice.
- SENDCos from receiving Secondary Schools invited to Annual Reviews of children with EHCPs.
- Outreach visits by teachers from Specialist Schools.



### Pupil Participation

Pupils are encouraged to express their own views and have a right to receive and make known information to have their opinion taken into account in any matters affecting them. The views of children are given due consideration according to their age, maturity and capability.

Children contribute to the review of their differentiated provision and evaluate their progress towards the targets set. Where appropriate, children also attend EHCP review meetings.

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