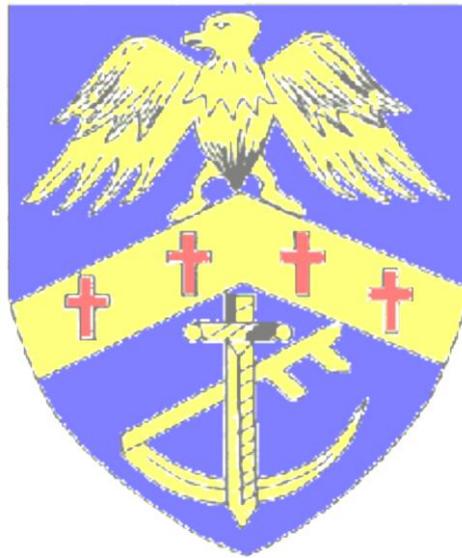


# SUNNYMEDE JUNIOR SCHOOL

## Special Educational Needs and Disability Policy (SEND)



**Adopted by Governing Body: November 2014**

**Ratified by Staff Pay Committee: November 2014**

**Review: Annually**

**This Review: November 2017**

**Next Review Date: November 2018**

Review date	Headteacher's signature	Chair of Governor's signature
November 2017		



## **PURPOSE OF THIS POLICY**

This document provides a framework for the identification of and high quality provision for children with Special Educational Needs and Disabilities (SEND). It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying the identification and provision of SEND and are committed to the agreed strategies.

## **COMPLIANCE**

This policy complies with the statutory requirements laid out in the Special Education Needs and Disabilities Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 0-25 (July 2014)
- The Special Educational Needs and Disability Act 2001
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Statutory guidance on Reasonable Adjustments for disabled pupils (2012)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding and Child Protection Policy, Admissions Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created in October 2014 by the school's SENCO in consultation with the Senior Leadership Team, all school staff, Governors and a selection of parents of pupils with SEND.

Here, and throughout this policy, the term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

## **SECTION 1: SEND / Inclusion Manager Information**

Miss Catharine King is the Special Educational Needs Co-ordinator (SENCO). She has a SENCO National Award for SEN Co-ordination (achieved in September 2012). If you should have any concerns regarding your child do not hesitate to make an appointment through the school office.

The SENCO, who is also the Deputy Head, is a member of the Leadership Team within the school. The SENCO, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND.

## **School Ethos for SEND**

At Sunnymede we provide a caring, stimulating and supportive environment where all pupils have the opportunity to thrive both academically and socially. All pupils are entitled to an education that enables them to make progress so that they achieve their best.

We are committed to providing a broad, balanced, stimulating and inclusive curriculum to ensure optimum progress for **all** of our pupils whatever their race, nationality, disability, gender, sexuality or ability. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and equal members of the school. They should feel secure and supported, have opportunities to experience success and know that expectations of them are high. We share a whole school responsibility to ensure all children are given the opportunity to achieve their full potential and become independent, confident and responsible individuals of the school and community. We value the contributions made by all pupils, professionals and parents to help enhance and maintain our inclusive school community.

As stated in the SEND Code of Practice (2014), the school must 'use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND'.

'Every teacher is a teacher of every child including those with SEND.' (*Teachers Standards 2012*) Teaching such children is therefore a whole school responsibility.

## SECTION 2: AIMS (THE LONGER VIEW):

At Sunnymede we aim to promote positive learning for our pupils with SEND through:

- Providing a safe and supportive environment
- Having access to a range of teaching and learning strategies to suit their needs
- Ensuring all pupils have equal access to high quality teaching and learning, incorporating differentiation, which ensures continuity and progression and provides personalised learning for every child
- Ensuring high quality provision, including the culture, practice, management and deployment of resources
- Having high aspirations and expectations for all pupils
- Ensuring pupils maximise their progress and achievements to reach their full potential
- Ensuring pupils feel a valued part of the school, appreciating and valuing the best efforts of every pupil
- Promoting independence and resilience as a learner, without over reliance on adult support
- Identifying and addressing needs to ensure early intervention
- Communicating their needs appropriately throughout the school
- Ensuring that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed
- Encouraging parents to maintain close links with the school to help support their child throughout their learning development
- Making effective use of all support services available to us, working in partnership with them
- Ensuring all pupils have equal access to extra-curricular activities and opportunities
- Implementing intervention strategies to target the underlying learning needs of individual pupils to enable them to access the curriculum

## OBJECTIVES (How we are going to do it)

- To identify and provide for pupils who have SEND 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 a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- To closely monitor and evaluate both the provision made for SEND pupils and of the progress they make

## SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

### Definition of a child with special educational needs

The term 'Special Educational Needs' (SEN) has a legal definition, as stated in the Children and Families Act 2014:

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) has a significantly greater difficulty in learning than the majority of others of the same age
- b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

- c) is under compulsory school age and he or she is likely to fall within the definition in paragraph (a) or (b) above when they reach compulsory school age or would do so if special educational provision was not made for them

### **The term 'Special educational provision'**

- for a child aged two or more, is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age by mainstream schools.
- for a child under two years of age, special educational provision means educational provision of any kind

### **The term disability**

Many children 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'.

This definition provides a relatively low threshold and includes more children than many realise: 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

### **Identifying Special Educational Needs**

We are committed to the early identification of Special Educational Needs. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Some pupils may enter the Junior school with their needs already having been identified by professionals at Key Stage 1. Discussions with Infant school staff and visits to the Infant school help to ensure effective transition. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

All staff have a responsibility for identifying pupils with SEN. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO and the senior leadership team, should assess whether the pupil has SEN. While informally gathering evidence (including the views of the pupil and their parents) and in order to avoid delay, we put in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. We are alert to emerging difficulties and will respond early. In particular, parents know their children best and we recognise the importance of listening and understanding when parents express concerns about their child's development. We will also listen to and address any concerns raised by children and young people themselves.

There are four broad areas which give an overview of the range of needs that should be planned for, although some pupils may have complex needs, which cover a range of difficulties

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

(p97 onwards in the SEND Code of Practice details these categories)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Sunnymede Junior School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

At any point in their life, a child may have special educational needs. Any child might require slight changes in some of their educational provision for differing amounts of time. However, occasionally more intervention and support will be required to allow the child to reach their full potential.

Some pupils may have difficulties which are not considered SEN but may impact on progress and attainment or the pupils' well-being:

- Disability (a pupil may have a disability under the Equality Act 2010 and reasonable adjustments may need to be made – this alone does not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of serviceman/woman
- Bullying
- Bereavement

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEN. Any concerns relating to a pupil's behaviour should be described as an underlying response to a need which we, as a provider, will be able to recognise and identify clearly as we will know the pupil well. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Housing, family or other domestic circumstances may also contribute to the presenting behaviour.

Slow progress and low attainment do not necessarily mean that a pupil has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The Code of Practice states that pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

#### **SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT**

The school adopts a graduated response to meeting SEN in line with the SEND Code of Practice 2014. Further information is available through Essex County Council's SEND Local Offer and Essex Provision Guidance Toolkit.

Special Educational Needs is now a single category of Support (SEN support).

In accordance with the new SEN Code of Practice, individual pupils' needs will be met in the following way:

- ❑ Quality First Teaching – under the direction of the class teacher
- ❑ SEND Support/Additional School Intervention
- ❑ Education, Health and Care Plans (these replace a Statement of Educational Needs)

## Quality First Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

- Children remain part of the mainstream teaching timetable for the majority of time.
- Children may attend short term intervention groups.
- There is a consistent learning environment with established practices and routines.
- Consistency from all adults including non-teaching staff.
- Provision is based on the 4 part cycle: Assess, Plan, Do, and Review through school plan monitoring systems.
- Curriculum is differentiated appropriately.
- Appropriate information is shared between staff to enable effective teaching and learning.
- All staff are aware of National documents relating to Inclusion and SEND.
- Knowledge of the schools SEND policy and criteria for placing pupils on the SEND register is known by teachers.
- All teachers manage and monitor group and individual programmes to meet specific identified needs, including using Assessment for learning and rigorous assessment and tracking and target setting for all pupils.
- All teachers plan and facilitate termly review meetings with parents.
- Appropriate information from parents is taken into account.
- Pupil participation in reviewing learning is actively encouraged.
- Teachers take into account the impact which emotional needs may have on pupils learning and appropriate support is provided.
- Teachers increase their use of effective praise that focuses on the learning behaviour and process.

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 staff.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

## SEND Support/Additional School Intervention

The SEND Code of Practice states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on **additional to** or **different from** interventions.

In deciding whether to make special educational provision, the class teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support and signposting. For higher levels of need, we draw on more specialised assessments from external agencies and professionals to advise us on early identification of SEN, specific areas of need and effective support and interventions. We will involve specialists if a child continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.

- Provision is based on the 4 part cycle: Assess, Plan, Do, and through school plan monitoring systems and High Quality Teaching continues.
- Pupils and parents/carers are actively supported to participate in the target setting, planning and review process so that a person centred planning approach is used (One Planning)

- An individual SEND Support Plan (called a One Plan) will be written and reviewed termly in line with the SEND Code of Practice (2014).
- All staff involved with the pupil are aware of the child's needs and how to meet them.
- Teachers plan personalised access for learning and develop plans to meet specific identified needs (following advice from the SENCO and outside agencies).
- Parental consent is given and consultation and/or referral takes place with external agencies where appropriate.
- Evidence of implementation of advice from external professionals is maintained and available.
- More detailed assessment is carried out to identify gaps in learning or barriers/ access routes to learning. Results are systematically used to inform effective targeted teaching and monitor pupil progress.
- Interventions are identified and put in place on the basis of the identified need.
- Evidence of impact of intervention is recorded to inform decisions about whether that intervention remains appropriate.
- Close supervision and monitoring by SENCO.
- Small group and individual teaching on 'how to be an effective learner' focusing on strategies for learning, problem solving and developing self-efficacy are put in place.
- Pupils have a key adult who regularly asks them how they feel about their learning and progress so that further support is provided as appropriate.
- Evidence of impact of intervention is recorded to inform decisions about whether that intervention remains appropriate.

### **Assess-Plan-Do-Review Cycle (Graduated approach)**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help the school ensure that action is taken to remove barriers to learning and effective special provision is put in place. This SEN support provided takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

#### **Assess**

In identifying a pupil as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on other subject leaders' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

The school takes seriously any concerns raised by a parent. These are recorded and compared to our own assessment and information on how the pupil is developing.

This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENCO will contact them if the parents agree.

#### **Plan**

Where it is decided to provide a pupil with SEN support, the parents are formally notified, although they would have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and Learning Support Assistants (LSAs) who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the school's information system.

The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Parents are made fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

## **Do**

The class teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They work closely with any LSA or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

## **Education Health Care Plan (EHCP)**

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the pupils, the pupil has not made expected progress, and demonstrates significant cause for concern, the school or parents will consider requesting an Education, Health and Care (EHC) needs assessment. To inform its decision the Local Authority will expect to see evidence of the action taken by the school as part of SEN support.

- The school must provide written evidence of or information about:
- The school's actions and impact of interventions/One Planning (Essex initiative designed for children who may need an Education Health Care plan in the future)
- Individual Education Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels/points of progress of attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by the social services or educational welfare service

The LA will then liaise closely with parents, the school and other agencies in considering, and if necessary, conducting an assessment. This assessment may lead to an Educational Health Care Plan (EHCP) being issued or the LA may indicate ways in which the school can meet the child's needs without this being necessary.

The class teacher, SENCO, Educational Psychologist and other support agencies plan strategies to support the pupil's progress and attainment and an EHCP is written outlining the outcomes. The outcomes and provision on

the EHCP is reviewed twice a year with parents and the child, and as appropriate, health and care professionals. An LA review is completed on an annual basis.

The time frame for the whole process, from the point when an assessment is requested until the final EHCP is issued, is now approximately 20 weeks. The school, family and child will be fully involved in this process. Some pupils have already undergone a Statutory Assessment and have a Statement of SEND. These are gradually being replaced by EHCPs over the next three years. The Local Authority will notify parents when this is going to take place.

Further details regarding EHCP assessments and statements of SEN can be found in Chapter 9 , 'Education Health and Care needs assessments and plans' in the SEND Code of Practice (July 2014).

#### **SECTION 4: MANAGING PUPILS' NEEDS ON THE SEND REGISTER**

Where it is decided that, despite 'Quality First Teaching', differentiation and class interventions being in place, a pupil is showing no signs of progress or levels of attainment are below the expected average range, a pupil does have SEN, the decision is recorded on the SEND register and the pupil's parents are formally informed that special educational provision is being made. Children will automatically be placed on the SEND Register if they have a specific condition that requires interventions additional to the interventions that a class teacher can reasonably be expected to offer. Supporting evidence from health and educational professionals will be required in order to facilitate this. Pupils with health conditions (both physical and mental) that are/can be a barrier to learning will also be placed on the SEND Register. In addition, if a pupil has long periods of absence due to illness, operations, etc., then they may be placed on the Special Needs Register (if only for a short period of time).

Whilst at school, a child's learning is regularly monitored and assessed. Class teachers, the Senior Leadership team and the SENCO meet termly at Pupil Progress meetings to discuss the progress of individual groups of children. Additional interventions are put in place to target specific areas for development where possible. Some of these interventions may be in small groups or individually delivered.

Information about any interventions additional to general classroom differentiation is shared with parents and there is an expectation that home and school will simultaneously support the child so that the desired outcomes are achieved. This is part of a strong partnership we hope to form between home and school. Class teachers and the SENCO share responsibility for measuring the impact of such interventions.

We use provision maps which provide a different profile of needs in each cohort. We create a provision map for each year group to decide what provision will be put into place to target individual needs. It may be that the outcomes are the same for a group of pupils and are recorded on the Year group provision map. The interventions are then monitored and reviewed against desired outcomes.

Teachers need to demonstrate they have an understanding of the impact of intervention on progress. The SENCO will support teachers in the process of writing provision maps for their year group or class. The teacher, supported by the SENCO, is responsible for determining provision as teachers are best placed to know the kind of differentiation that pupils require and whether additional intervention is needed to sustain or improve their progress evaluating the impact of provision on pupils' progress.

A detailed assessment of need will be carried out to ensure that the full range of an individual pupil's needs is identified, not simply the primary need. The support provided to an individual pupil is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Once the specific areas of need and gaps in learning and development have been identified, additional or different provision targeted at those areas can be planned.

Where additional or different targeted provision is planned for, there will be clear and expected outcomes linked directly to the provision. Consideration of whether special educational provision is required will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. These outcomes will be individual to the pupil and will reflect the personalised support needed and will be recorded on a One Plan (SEND Support Plan) - See Appendix 2. Progress towards meeting planned outcomes will be tracked and reviewed regularly by the class teacher and SENCO, at least termly.

Very often, targeted provision is planned to take place outside the classroom and away from the class teacher. Thus, the class teacher and SENCO will have very clear reasons for this provision and be explicit, transparent and precise as to the purpose of this targeted provision. The expected (targeted) outcome by the end of the period, for example the term/half term, will be discussed, agreed and planned for.

Class teachers retain responsibility for the pupil, even when the pupil is undertaking targeted provision away from them, and therefore should be firmly at the centre of the process of planning this provision with the SENCO and any specialist staff involved with the pupil. Parents and pupils must be involved.

The class teacher and SENCO will identify targets, desired outcomes (which includes expected progress and attainment), the views and wishes of the pupil and their parents and strategies/interventions to be used which will be recorded on a One Plan which is discussed with the pupil and the parents. During this meeting, it is important to ensure everyone has a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps. Parents will receive a copy of the One Plan following planning and review meetings.

However support is provided, a clear date for reviewing progress will be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

The One Plan is reviewed on a termly basis and follows a continual Assess, Plan, Do and Review cycle, with the class teacher/SENCO and those involved in the child's education continually adapting and adding interventions according to the child's needs and progress made.

Pupils with SEND are expected to make the same level of progress as their peers. Progress is measured according to their baseline assessment in Key Stage 1 and tracked via 'Target Tracker'.

### **Engaging additional support/specialist services**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we involve specialists, including those secured by the school itself or from outside agencies. These external support services play an important part in helping the school identify, assess and make provision for pupils with SEND. They will provide advice, support and resources in response to the identified need. The school works in close partnership with many outside agencies and support services to ensure that the school can best meet the needs of individual children. Such specialist services include

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services (including specialist teachers for children with hearing and vision impairment, multi-sensory impairment or a physical disability)
- therapists (including speech and language therapists, occupational therapists and physiotherapists)
- social care
- community paediatrician
- school nurse
- health visitor
- Home School Liaison worker
- Attendance Officer
- Counsellors
- Behaviour Support Team

The pupil's parents/carers will be notified of any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Professionals from outside agencies may also be called upon to provide INSET for both teachers and LSAs as appropriate.

## **Involving parents and pupils**

As a school we feel that it is of enormous benefit to any pupil if we work together with the parents. We encourage parents to make an active contribution to their child's education. Active support from home improves the progress of the child. Class teachers and the SENCO are always willing to discuss how they can help their children at home. The school aims to liaise closely with parents using their unique knowledge to support the child's development.

All parents are encouraged to play an active role in their child's education and to recognise their child's achievements by attending parents consultation evenings, curriculum workshops for parents, productions and class assemblies. We provide an annual report for parents on their child's progress. Where appropriate, we will provide a tailored 'homework' pack for SEND pupils to help children practise their basic skills during the summer holiday period.

Where a pupil is receiving SEND support, the school keeps parents fully informed and involved. Information about any interventions additional to general classroom differentiation is shared with parents. We take account of the wishes, feelings and knowledge of parents.

Parents are invited and expected to attend meetings which occur at least three times each year (one per term). Discussions are led by the class teacher, with the support of the SENCO, who has good knowledge and understanding of the pupil and is aware of their needs and attainment. The school talks to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It also provides an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations and outcomes for the pupil. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. They can also provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. There is an expectation that home and school will simultaneously support the child so that the desired outcomes are achieved. This is part of a strong partnership we hope to form between home and school.

The views of the pupil will also be included in these discussions. This may be through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation. The contributions and achievements of all pupils are valued so that children can experience success, which leads to an increase in self-esteem.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy is given to the pupil's parents. The school's management information system should be updated as appropriate.

Parents' views are important during the process of carrying out an EHC needs assessment and drawing up or reviewing an EHC plan in relation to a child. We enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

Parents are encouraged to make an appointment with the class teacher if they have any concerns regarding their child's progress. If the class teacher is unable to deal with the concern personally, the SENCO will be consulted. The next stage would be for the parents to see the Headteacher. The governor responsible for SEN is informed if appropriate.

Similarly, if a teacher is concerned about a child's progress the parents are invited into school to discuss the matter more fully. If the child is then identified as having special educational needs the teacher and SENCO liaise closely with parents to discuss the SEND provision for their child.

## **SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER**

The SEND register is reviewed every term (in line with pupil progress review meetings). When a child with SEND is making good progress, working at age related levels, has successfully achieved their outcomes and it is clear that SEND provision to support their learning is no longer needed, they will be removed from the SEND register. Parents will be notified of this and a meeting will be organised with the parents, the pupil, class teacher, SENCO and any relevant outside agencies to decide if the pupil still requires the same level of support or if their needs can now be met through Quality First teaching. Children with a specific condition or disability will remain on the SEND record even if there is no concern over their learning and progress.

## **SECTION 6: SUPPORTING PUPILS AND FAMILIES**

### **The Local Offer**

Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. The LA refers to this as the 'Local Offer'

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The local authority's information, advice and support service is detailed in the 'Local Offer' which can be found at the following location.

Essex Local Authority website: [www.essex.gov.uk](http://www.essex.gov.uk) ([www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk))

### **The Special Education Needs and Disability Information Report (SEND Information Report/School Offer)**

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Educational Needs and Disability Information Report'. It is a statutory requirement to provide this report. This is located on the school website. Links with other agencies to support family and pupils can be found in this report.

### **Admission Arrangements**

The school implements the LEA's admissions policy. The Headteacher is responsible for the admission arrangements which accord with those laid down by the Local Education Authority, The School Admissions Code of Practice 2012 and the Equality Act 2010. The school acknowledges in full its responsibility to admit pupils with medical conditions, disabilities or already identified SEND (with or without an EHCP), as well as identifying and providing for those not previously identified as having SEND. The school does not discriminate against disabled children and young people in respect of admissions for a reason related to their disability.

For further information please refer to the school's Admissions Policy.

### **Access Arrangements for end of Key Stage 2 SATs tests**

A small number of pupils with SEND may need additional arrangements so they can take part in the Key Stage 2 tests. The Headteacher, SENCO and class teachers consider access arrangements before they administer the tests. Access arrangements are based primarily on normal classroom practice for pupils with particular needs. If children with SEND are eligible, applications for additional arrangements will be made by the assessment leader and class teachers. The application process draws on the teachers' knowledge of children, assessing their ability and needs.

Parents and carers will be notified of any additional arrangements that may be made. Some examples of access arrangements are below:

- Allowing a child additional time to complete the test

- Allowing a child to use a scribe, for example if he or she is unable to write or finds writing very difficult or uncomfortable
- Braille or modified large print or enlarged versions for children with a visual impairment or other special educational need
- Granting a child compensatory marks if he or she has a profound hearing impairment and does not use lip-reading or a signing system
- Making a transcript if a child's writing is very difficult for a marker to read
- Delivering a translated version of the mental mathematics test to a child with limited fluency in English

### **Transition Arrangements for supporting children moving between phases of Education**

As pupils move through the school, from year group to year group, class teachers meet in the second half of the summer term to pass on information and discuss individual pupils' needs and abilities. The SENCO also ensures that the class teacher of a new class has all the information needed for any pupils with SEND they may have and supports them in the transitional process in the new term.

Close liaison with Sunnymede Infants School takes place in the summer term prior to the Year 2 pupils starting Year 3 to ensure a smooth transition to Key Stage 2. Various liaison meetings to discuss pupils with SEND take place which involve the class teachers, LSAs and the SENCOs from the Junior school and the Infants school. The SENCO and relevant staff visit the Infants school in the summer term to observe pupils with SEND. Records detailing information about the pupils SEND are transferred to the Junior school. In the second half of the summer term, the Year 2 pupils regularly visit the Junior school which includes a 'Changeover' morning session with their new class teacher. Additional transition visits to Sunnymede Junior School are offered to pupils with SEND (accompanied by their LSA) if required. The Junior School holds an open evening where parents of Year 2 pupils can visit the school and meet the Junior members of staff. Parents are able to book meetings with the new teachers or the SENCO should they feel the need.

The Junior school SENCO attends annual reviews of Year 2 children who have a statement/EHCP so that suitable provision can be in place when the children arrive. Planning meetings take place between the Headteacher, SENCO, parents and prospective class teachers to ensure that the needs of any child with a statement/EHCP entering the school can be met as fully as possible

The SENCO contacts the previous school of any child with SEND entering the school at a point other than Year 3 to manage an effective transition and induction. The SENCO also contacts receiving schools for all children with SEN to ensure the process of transition is smooth and that the receiving school has all relevant information. In addition, SENCOs are always willing to be consulted by receiving schools at any point after a child has transferred in order to give assistance to support the continuity of their development.

As children with SEN progress to secondary school, the SENCO will liaise with the various receiving schools to ensure the process of transition is smooth and that the receiving school has all the relevant information. Liaison meetings also take place between Year 6 staff and secondary staff to discuss the pupils' needs prior to transfer to Key Stage 3. The SENCO from the secondary schools is invited to attend the annual review for Year 5 and/or 6 children with statements/EHCPs to discuss the transition process and provision they will need at their transfer school. Parents may also have an opportunity to meet the secondary school SENCO in some liaison meetings. In addition, all pupils with SEND will be offered additional transition visits at their transfer secondary school. Copies of essential paperwork are transferred to the Secondary School in the Summer term, prior to the child leaving. Specialist Teachers, who work with pupils who have a statement/EHCP, may be involved in their transition and provide support during their first term at secondary school.

## **SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Under the Children and Families Act 2014, the school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school will consider what reasonable adjustments will need to be made for them.

Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Some pupils may also have special educational needs (SEN) and may have a statement or an EHCP brings together health and social care needs, as well as their special educational provision. The provision is planned and delivered in a co-ordinated way with the healthcare plan. The school is required to have regard to statutory guidance '*Supporting pupils at school with medical conditions*'

For further information please refer to the school's Managing Medical Conditions Policy. This can be found on the school website ([www.sunnyede-jun.ik.org](http://www.sunnyede-jun.ik.org)) in the Key Information Section. Alternatively, a copy can be viewed in the main school office).

## **SECTION 8: MONITORING AND EVALUATION OF SEND**

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work, namely the quality of education provided for and the achievements of pupils with SEND.

The Governing body, Senior Leadership Team and SENCO are responsible for monitoring and evaluating the effectiveness of the implementation of this policy, the SDP and SEN provision by:

- Reviewing long, medium and short term planning across the school ensuring access to the full curriculum
- Carrying out work scrutiny and lesson observations of teaching by the Headteacher, Deputy Head, Senior Leadership Team and subject leaders
- Discussions with staff and pupils (staff views and pupil views)
- Provision mapping is used to evaluate SEN practice. This is informed by evaluation of the interventions
- Monitoring the movement of children within the SEND system in school. The SEND register/record is regularly reviewed and updated by the SENCO
- Regular monitoring by the Governing Body
- Contributing to discussion at Governing Body Teaching and Learning meetings
- Regular Pupil Progress meetings between the Headteacher, Senior Leadership Team, SENCO and class teachers
- Maintenance of assessment records that illustrate progress over time
- Data analysis e.g. analysis of the attainment and achievement of different groups of pupils with SEN

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support. The Senior Leadership Team and teaching staff, including the SENCO, identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Progress can be monitored and evaluated through a number of ways. It might be progress which:

- Closes the progress and attainment gap between SEN children and non-SEN children
- Is similar to those of peers starting from the same attainment baseline, but less than that of a majority of peers
- Prevents the progress and attainment gap growing wider
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, self-esteem, social or personal skills
- Demonstrates an improvement in the child's behaviour

As a result of all of the above, the SENCO reports annually to the governing body upon the successes and effectiveness of the SEN provision in meeting the needs of the children as well as identifying aspects for future development.

## **SECTION 9: TRAINING AND RESOURCES**

## **Funding for SEND Support**

The LEA provides the school with a budget towards meeting the needs of pupils with SEND. Funding for the school SEN provision is in the schools' budget and is calculated through a set formula by the Local Education Authority.

In addition, the school plans and provides for pupils with SEND from their main budget. An additional budget is allocated for specialist resources to be bought.

In some cases the school receives or has to provide additional funding for pupils with statements/EHCPs. The funding is largely spent on providing LSA 1-1 support. Some funding is also used to provide training and to purchase additional resources over and above those normally found in school needed to support SEN pupils

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with a statement/EHCP.

The head teacher informs the governing body of how the funding allocated to support SEND has been allocated.

Effective use of SEND funding is as follows and partly funds:

- Quality First Teaching
- Whole school provision map of interventions
- High quality Professional Development for staff
- The deployment of LSAs
- Purchase and equipment and resources
- Equality Duty
- LA support and guidance
- Commissioning external support

## **Training**

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

The school makes an audit of training needs for all staff taking into account school priorities as well as personal professional development which may be identified through lesson observations and Performance Management reviews. Arrangements are then made to meet these needs through whole school INSET or individual training using the most appropriate provider within the constraints of the budget. All staff (teaching and support staff) are encouraged to attend CPD courses and have regular in-house training in SEND led by the SENCO or outside professionals.

The SENCO keeps up-to-date with various changes in SEND by attending relevant courses, including Local Authority update training. She also keeps up to date with current documentation and initiatives.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

All our LSAs are trained to a minimum NVQ Level 2 and our Higher Level Teaching Assistants (HLTAs) have Higher Level Teaching Assistant Status.

The SENCO regularly attends termly SENCO network meetings, working with other SENCOs across the Billericay Community Trust (BCT) to share good practice and in order to keep up to date with local and national updates in SEND. These links also help with continuity between schools and the transition of pupils. In addition, membership of BCT ensures that various training opportunities for school staff are provided.

## Resources

The school's biggest resource is our team of Learning Support Assistants (LSAs). LSAs are currently deployed on a needs basis to support individuals or classes as well as delivering time limited interventions.

The school ensures that we purchase high quality resources to support learning and deliver evidence based interventions e.g. Rapid Reading, Rapid Writing, Catch Up Maths, phonics, 5 Minute Box, Gym Trail, PACs, Lego therapy, Mathletics, iPads. We also invest time in delivering our own 'home-grown' personalised interventions. Interventions are monitored and evaluated to assess their effectiveness.

We currently subscribe to the BCT which gives us access to Language support in Foundation Stage and Key Stage 1, the counselling services of Working 4 Children and Home School Liaison support.

## SECTION 10: ROLES AND RESPONSIBILITIES

### Arrangements for co-ordinating SEN provision

Sunnymede Junior School recognises that provision for children with Special Educational needs is a matter for the school as a whole. In addition to the SENCO, the governing body, Headteacher and all other members of staff have important day-to-day responsibilities. Roles and responsibilities with regard to SEN are designated in the following way:

### The Role of the SENCO

The key responsibilities of the SENCO include:

- Ensuring that there is a very clear message that all teachers are responsible and accountable for all pupils in their class, wherever or with whoever they are working with
- Being enthusiastic about the provision for children with SEN and leading the development of this provision through the whole school
- Developing an action plan linked to the School Development Plan, to further improve the quality of teaching and learning for children with Special Educational Needs
- Reviewing this policy in consultation with teachers and governors
- Taking lead responsibility for implementing this policy and ensuring consistency of approach throughout the school, through leading staff development sessions (in groups or with individuals), monitoring planning, work, lessons and attainment data
- Overseeing the day-to-day operation of the school's SEN policy
- Monitoring the needs of SEN and gifted & talented children together with the Head teacher and class teachers through Pupil Progress meetings
- Co-ordinating provision for children with Special Educational Needs, including specific provision made for those who have Education Health Care (EHC) plans
- Ensuring provision is mapped and updated
- Advising on the graduated approach to providing SEN support
- Working with teachers to support their use of assessment information to set high, yet realistic, expectations and outcomes and develop a review process that enables teachers to regularly consider the progress of individual pupils
- Providing guidance and advice to colleagues on the teaching and assessment of children with SEN, the level of support and appropriate resources and strategies to support learning
- Assessing and evaluating the impact of interventions and the effectiveness of other SEN provision
- Keeping up to date with developments in the provision for children with Special Educational Needs through reading and research and attending courses and informing staff of new developments
- Providing/arranging SEN in-service training for staff according to staff needs

- ❑ Managing the role of Learning Support Assistants (LSAs) and one to one support assistants linked to children with special educational needs
- ❑ Evaluating how LSAs are deployed at school, how they are briefed and how effectively the teacher monitors pupils' learning and provides further direction and support.
- ❑ Being aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching
- ❑ Liaising with parents of children with SEND to discuss needs, support and progress
- ❑ Keeping governors informed about SEN provision and policy
- ❑ Monitors and evaluates the school's special educational needs provision and interventions and reports to the head teacher and governing body
- ❑ Liaising with other schools, specialist teachers, 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, seeking advice where necessary
- ❑ Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- ❑ Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ❑ Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ❑ Enabling the school to meet legal requirements regarding SEN
- ❑ 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 the school keeps the records of all pupils with SEN up to date
- ❑ Managing school-based assessment and completes the documentation required by outside agencies and the LEA

### **The Role of the Class Teacher**

*'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 staff' (SEND Code of Practice, Ch6.36)*

*'Every teacher is a teacher of every child' (Teachers Standards 2012)*

The Teachers' Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils', a point reinforced by the SEND Code of Practice.

The class teachers work towards the school's aims by:

- ❑ Ensuring that all lessons are taught to a high standard, with consistency across the year group, in accordance with this policy and agreed planning
- ❑ Ensuring high quality teaching, differentiated for individual pupils, is in place
- ❑ Planning and providing appropriate, differentiated learning opportunities for pupils within their class or group, who have SEND to ensure they have access to the full national curriculum.
- ❑ Delivering an inclusive curriculum and implementing strategies and support to overcome barriers to learning, participation and pupil achievement
- ❑ Providing challenging and stimulating lessons, designed to engage all children, enabling them to reach high standards of personal achievement
- ❑ Having high expectations/the highest aspirations of all pupils, whatever their prior attainment
- ❑ Using appropriate assessment to set suitable learning targets/outcomes which are deliberately ambitious
- ❑ Ensuring LSAs are supporting pupils in their class, as directed
- ❑ Recognising and being constantly aware of the needs of each individual child, raising concerns with the SENCO and senior leadership team
- ❑ Ensuring that a healthy, safe and secure environment is maintained at all times
- ❑ Being committed to a partnership approach to provision
- ❑ Liaising closely with the SENCO in the identification of and provision for pupils with SEND
- ❑ Undertake the assess, plan, do and review graduated approach in supporting and making provision for pupils with SEND with the support and guidance of the SENCO and Senior Leadership Team
- ❑ Ensuring that paperwork for children with SEND is up-to-date
- ❑ Communicating closely with parents and support agencies
- ❑ Attending appropriate CPD

## **The Role of the Learning Support Assistants**

Under the guidance of the class teacher and SENCO, the Learning Support Assistants (LSAs) work towards the school's aims by:

- Carrying out activities and interventions planned by the class teacher and the SENCO.
- Keeping and maintaining records of this work as requested
- Liaising with class teachers
- Supporting children with SEND in the classroom or working with individuals and small groups outside the classroom
- Providing 1-1 support to children with SEN where necessary
- Attending reviews and meetings as requested
- Attending INSET and CPD training where appropriate
- Being fully aware of the school's SEN policy

## **The Role of the Headteacher and Senior Leadership team**

The Headteacher/Senior Leadership team work toward the school's aims by:

- Supporting school staff and the SENCO in their implementation of this policy
- Supporting the SENCO in monitoring and evaluating the effectiveness of this policy and provision throughout the school
- Establishing appropriate staffing and funding arrangements
- Allocating roles and responsibilities to staff so that special needs are met
- Liaising with staff, SENCO, support services, parents and pupils
- Ensuring the governing body are fully informed
- Ensuring that the needs of SEN children are met within the school
- Ensuring that all teachers are aware of the importance of providing for children with SEN

## **The Role of the SEND Governor**

Governors work towards the school's aims by:

- Having a regard to the Code of Practice when carrying out their duties towards all pupils of SEN
- Monitoring compliance with the Code of Practice in the school
- Determining the general policy and the approach to provision so the needs of children with SEN are met
- Discussing the progress of children with SEN with the SENCO
- Supporting and challenging the SENCO about the provision for pupils with SEND
- Establishing appropriate staffing and funding arrangements
- Ensuring that financial resources are available to carry out the SEN Policy
- Having up-to-date knowledge about the school's SEN provision and any current developments
- Knowing how equipment and personnel resources are deployed.
- Ensuring that SEN provision is an integral part of the School Improvement Plan.
- Ensuring the quality of SEN provision is continually monitored
- Monitoring the implementation of this policy, including making regular visits to school to collect evidence and information
- Writing visit notes and recording information collected
- Feeding back to the SENCO/members of staff as appropriate
- Reporting back to the Governing Body teaching and learning meetings
- Reading reports produced by staff, other professionals, governors or committees
- Establishing a relevant committee of the governing body to monitor the detailed implementation of SEN policy and School Development Plan and report back to the governing body at each of its termly meetings
- Informing parents (via the School Profile) about the success of the policy
- Designating a specific governor with responsibility for SEN
- Liaising regularly with the SENCO, leadership team, Headteacher and staff
- Ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- ❑ Ensuring that arrangements are in place in the school to support pupils at school with medical conditions and ensuring that school leaders consult health and social care professionals, pupils and parents to make sure that the needs of the children with medical conditions are effectively supported
- ❑ Reporting annually to parents on the implementation and success of the school's policy for children with SEND

### **The name of the Designated Teacher**

Mrs R. Branch is the Senior Designated member of staff (SDP). Miss Catharine King is the Deputy Designated member of staff. Issues regarding Child Protection should be referred to the Headteacher or Deputy Head.

For further information please refer to the school's Safeguarding and Child Protection Policy.

### **The name of member of staff responsible for Pupil Premium Grant(PPG) / Looked After Children (LAC) Funding**

Mrs R. Branch - Headteacher

### **The name of member of staff responsible for managing the school's responsibility for meeting the medical needs of staff.**

Mrs R. Branch - Headteacher

## **SECTION 11: STORING AND MANAGING INFORMATION**

All SEND information is kept within designated areas within the school building. All pupils with SEND have individual files kept in a locked filing cabinet. The school computer system has an SEND folder which is available to all school staff should they require it. In addition to this, there is an intervention room with information on different special educational needs and where resources are kept.

## **SECTION 12: REVIEWING THE POLICY**

This policy is reviewed annually by all school staff, Governors and a selection of parents.

## **SECTION 13: ACCESSIBILITY**

### **The Curriculum**

All pupils have access to a broad and balanced curriculum. We ensure that children with SEND engage in the activities of the school together with pupils who do not have SEND. The school is committed to inclusive education of pupils with SEN and disabilities and the removal of barriers to learning and participation in mainstream education. The school recognises that pupils at school with disabilities should be properly supported so that they have full access to education, including after school clubs, school trips and physical education.

The National Curriculum Inclusion Statement states that teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning means that pupils with SEN and disabilities will be able to study the full national curriculum. Where appropriate, homework may be adapted for a pupil with SEND, in line with their personal needs.

## **Access to the Wider Curriculum**

All pupils including those with SEND have equal access to all the school's extra-curricular activities and opportunities. Pupils with SEND are actively encouraged and supported to participate and benefit from these activities. Staff leading the activity are informed of the child's SEND and where necessary specialist provision is made.

## **Accessibility Plan**

The school supports pupils with a wide range of SEND. We regularly review and evaluate the breadth and impact of the support we offer or can access. When planning and reviewing special educational provision and making decisions about pupils with SEND, we consider, at the same time, the reasonable adjustments and access arrangements required for the same child under the Equality Act 2010.

Under the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001, the school has an accessibility plan that sets out how we plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

The school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We will make reasonable adjustments to procedures, criteria and practices as well as by making physical alterations. These duties are anticipatory and require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Steps are taken to prevent disabled children being treated less favourably than others.

The school also has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations between disabled and non-disabled children.

The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained. The school has facilities that assist access to the school for pupils who are disabled, with ramp access at the back of the school and a fully functioning disabled toilet.

Currently, the Local Authority provides some equipment and some items are purchased by the school. The NHS Occupational Therapist comes into school to undertake an assessment regarding equipment, furniture or access to the building. The Occupational Therapists periodically check and maintain equipment they have provided.

The SENCO and/or Headteacher will meet with parents to discuss particular needs and requirements for individual pupils.

Written information such as letters, handouts, timetables, text books and information about school events are available to disabled pupils and take into account pupils' disabilities and pupils' and parents preferred formats. These are made available within a reasonable time frame.

The school has an 'open door' policy, where we are willing to chat with parents, before school starts or at the end of the school day when parents collect their children from the classrooms or the playground. For a more prolonged discussion, the parents should make an appointment. This can be done through the office or directly with the class teacher.

For further information please refer to the school's Accessibility Policy/Plan.

## **SECTION 14: DEALING WITH COMPLAINTS**

Parents should follow the school's complaints procedure in the event of any complaint regarding the provision made at school for children with SEN.

The school has an "open door" policy. We aim to resolve issues swiftly and in person, often coming to a mutual agreement and understanding.

In the event that a parent has a concern or query regarding any aspect of SEND provision for their child, a parent's first port of call is to arrange for a meeting with the class teacher.

If necessary, they would then go to the SENCO/Deputy Head, after which the matter progresses to the Headteacher.

If parents feel that a concern they have about their child has not been noted by the school or have a complaint regarding the SEN provision that a child is receiving, they should make an appointment to see the SENCO/Deputy Head or the Headteacher. Concerns will be noted and, if appropriate, a change in provision will be made or specialist advice sought. However, if they are still concerned they will be advised on how to proceed with their complaint.

For further information please refer to the school's Compliments, Concerns and Complaints Policy.

## **SECTION 15: BULLYING**

Bullying is defined as 'persistent and intentional actions to harm or hurt others, physically or emotionally. This includes comments based on race, gender, religion, ability or disability.' Bullying in any form is unacceptable. We are an anti-bullying school. All reports of bullying are treated seriously and any alleged incident is thoroughly investigated and recorded using the guidance in the Anti-Bullying Policy. The Headteacher or Deputy Head is informed of any incidents of bullying. All racist incidents are thoroughly investigated and Racist Incident forms are completed and filed in the Racist Log.

We mitigate the risk of bullying of vulnerable learners through promoting anti-bullying in PSHE lessons, holding anti-bullying topic weeks and assemblies, as well as the use of Play Leaders to support vulnerable pupils on the playground. ICT lessons also include the safer use of the internet, particularly the use of social media websites. Vulnerable children and children with SEND such as social communication difficulties, Autistic Spectrum Condition (ASC) may be targeted for interventions such as Lego Therapy, Smart Thinking, use of social stories and PACS (Positive Assertive Confidence Skills). These promote independence and build resilience in their learning and interaction with others.

For further information please refer to the school's Anti-bullying Policy.

## **SECTION 16: APPENDICES**

Appendix 1: SEN Information Report 2017

Appendix 2: A One Plan (SEND Support Plan)

## Appendix 1

### Sunnymede Junior School



#### SEND Information Report (incorporating the School Offer)

In September 2014 a new Special Educational Needs and Disability Code of Practice 0-25 was implemented. As part of the reforms, Local Authorities are required to publish a Local Offer; this sets out in one place information about provision they have available for children and young people in their local area who have Special Educational Needs and Disabilities (SEND). In addition to this, schools must provide details of the 'School Offer' which is known as the SEND Information Report. This should elaborate on the LA's Local Offer. Our SEND Information Report provides details of the support, resources, interventions etc. that we are able to offer at Sunnymede Junior School in order to support pupils with SEND. Please do not hesitate to contact our Special Educational Needs Co-ordinator (SENCO), Miss Catharine King, if you would like further advice on the support we offer at Sunnymede Junior School

<p><b>School Ethos for SEND</b></p>	<p>At Sunnymede Junior School we strive to create a happy, caring community where we all feel valued and secure. We value the contributions made by all pupils, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every pupil in all aspects of school life, ensuring they realise their maximum potential. We provide a broad and balanced and stimulating curriculum for every pupil regardless of race, nationality, disability, gender, sexuality or ability.</p> <p>At our school, we aim to promote positive learning for our pupils with Special Educational Needs and Disability (SEND) through:</p> <ul style="list-style-type: none"> <li>• Ensuring they feel a valued part of the school</li> <li>• Providing a safe and supportive environment</li> <li>• Having access to a range of teaching and learning strategies to suit their needs</li> <li>• Promoting independence and resilience as a learner, without over reliance on adult support</li> <li>• Identifying and addressing needs to ensure early intervention</li> <li>• Communicating their needs appropriately throughout the school</li> <li>• Encouraging parents/guardians/carers to maintain close links with the school to help support their child throughout their learning development – for example, through attending Parent Consultation appointments and follow up on recommendations made with input at home.</li> </ul>
<p><b>Partnership Ethos with the School</b></p> <p><b>1. The arrangements for consulting with parents of pupils with SEND.</b></p>	<p><i>“The empirical evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustained school performance” (Harris and Chrispeels 2006)</i></p> <p>We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We have an “open door” approach where parents are encouraged to maintain close communication links with school staff.</p> <p>For some SEND pupils, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written report in the summer – which may be discussed face to face with the teacher if appropriate.</p> <p>For pupils with SEND, meetings take place with the class teacher and/or SENCO – to discuss pupil progress and outcomes.</p>

<p>Assessment data on pupil progress is shared at these parent meetings. Where specific targets are set for a pupil, progress to date is shared and new targets may be set for the pupil.</p> <p>At Sunnymede we encourage parents/carers to initially contact the class teacher regarding any concerns they may have about their child. This is because ultimately teachers are responsible and accountable for the progress and development of each of the pupils in their class, regardless of any SEND they may have. This information is then shared with the SENCO and further action/s, if required, is agreed. If support is provided away from the classroom, teachers still retain responsibility for progress and will work closely with staff delivering the support.</p> <p>Parents may have the opportunity to meet face to face with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Specialists etc., who are involved with their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists and Physiotherapist etc. Sunnymede also has access to a school counselling service and the Home School Liaison worker if required.</p> <p>The Head Teacher/SENCO are able to signpost parents to various support services as appropriate.</p> <p>The Governing Body (GB) has a representation of Parent Governors. The GB as a whole regularly communicates with and seeks the views of parents and pupils. The SENCO reports to the SEND governor on a regular basis and provides a detailed report annually. At other times, the SENCO reports to the governing body at their request or as matters arise.</p> <p>There is a specific SEND Governor whose role is to regularly support and challenge the SENCO about the provision for pupils with SEND. A formal scheduled meeting takes place on a termly basis (at minimum) to discuss SEND in detail. However, there are regular opportunities to discuss issues that arise.</p> <p>Parental views are sought via questionnaires, feedback comments and at face to face review meetings parents are encouraged to contribute their opinions. Pupils' perspectives, including those of children with SEND, are sought through pupil interviews.</p> <p>Relevant policies, including the SEND Policy, are available from the school website. Paper copies can be obtained on request via the school office.</p> <p>The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained. Sunnymede has ramp access at the back of the school and a fully functioning disabled toilet.</p>
--

<p><b>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</b></p>	<p>Pupils with SEND are involved in their educational plan (One Plan/ SEND Support Plan) and are encouraged to contribute their views. Where possible they are invited to attend review meetings where their views are shared with parents/carers and other professionals. With outcomes recorded in 'child friendly' language, pupils are aware of their individual outcomes and have ownership of them.</p> <p>We aim to provide pupils with a curriculum suited to their educational needs which is varied, rich and enjoyable, using themes to provide a context for learning. We are an inclusive school and we always seek to include all pupils in all aspects of the curriculum.</p> <p>Pupils can pass on their views about the school via their class councillors who raise them at School Council Meetings or via Pupil Questionnaires. School Councillors are elected by their peers. All pupils are eligible to stand for election. Pupils with SEND may receive additional adult support in the election process.</p> <p>At times of transition, our pupils are prepared through additional visits, support and individualised/group activities set at school.</p> <p>Home School Communication books are used according to pupil needs.</p>
<p><b>3. Contact details of the SENCO</b></p>	<p>School SENCO - Miss Catharine King</p> <p>Contact via the school office: 01277 651364 or by e-mail  <a href="mailto:admin@sunnymede-jun.essex.sch.uk">admin@sunnymede-jun.essex.sch.uk</a></p> <p>Miss King is a respected, long standing member of the teaching staff. She has been at the school for 15 years and has been in post as SENCO at Sunnymede Junior School for 6 years. She is highly knowledgeable and experienced and qualified as a teacher, Deputy Head and SENCO (SENCO National Award for SEN Co-ordination achieved in September 2012). As the Deputy Head and Inclusion Manager, she plays a key role in the life of the school and is a member of the Senior Leadership Team.</p> <p>Miss King regularly liaises with senior staff, teachers, LSAs, families, pupils, governors and other professionals. She identifies training needs and opportunities and monitors the quality and impact of interventions. With the Headteacher and Finance Manager, she manages the SEN budget. With the Headteacher and Governors, she determines the strategic development of the SEN Policy and provision as well as writing the annual SEN Action Plan.</p>

<p><b>4. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</b></p>	<p>The school has an “open door” policy. We aim to resolve issues swiftly and in person, often coming to a mutual agreement and understanding.</p> <p>In the event that a parent has a concern or query regarding any aspect of SEND provision for their child, a parent’s first port of call is to arrange for a meeting with the class teacher.</p> <p>If necessary, they would then go to the SENCO/Deputy Head, after which the matter progresses to the Headteacher</p> <p>In the unlikely event that the matter is not concluded, the Complaints procedure can be read on the school website, or a copy can be obtained from the School Office on request.</p>
<p><b>5. Information on where the Local Authority’s Local Offer is published.</b></p>	<p>The LA’s Local Offer can be obtained from the following locations:</p> <p>Essex Local Authority website: <a href="http://www.essex.gov.uk">www.essex.gov.uk</a> (www.essexlocaloffer.org.uk)</p> <p>School’s SENCAN office – <i>Ely House, Ely Way, Basildon, Essex, SS14 2BQ</i></p> <p>Tel. No. 01268 632360</p>
<p><b>Identification and early intervention</b></p> <p><b>6. Information about the school’s policies for identification, assessment and provision for pupils with SEN, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support is available, activities, and emotional support, which is additional to those available for all pupils.</b></p>	<p>In accordance with the new SEND Code of Practice, individual pupils’ needs will be met in the following way:</p> <ul style="list-style-type: none"> <li>• Quality First Teaching – under the direction of the class teacher</li> <li>• SEND/Additional Support</li> <li>• Education, Health and Care Plans (these replace a Statement of Educational Need)</li> </ul> <p>The method of identification and provision follows an Assess, Plan, Do, Review graduated response. We use on-going assessment to identify specific needs and aim to address these through adjustment of “quality first teaching”, teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, individual and group support. The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation.</p> <p>It is not the school’s role or practice to diagnose specific conditions but we may be able to assist with further support and signposting.</p> <p>Pupils will automatically be placed on the Special Needs Register if they have a specific condition that requires interventions additional to the interventions that a class teacher can reasonably be expected to offer. Supporting evidence from health and educational professionals will be required in order to facilitate this. Examples of specific conditions are dyslexia, dyspraxia, dyscalculia and autism. Pupils with health conditions (both physical and mental) that are/can be a barrier to learning will also be placed on the SEND Register. In addition, if a pupil has long periods of absence due to illness, operations, etc then they may be placed on the Special Needs Register (if only for a short period of time).</p> <p>Class teachers, the SENCO and the Senior Leadership team meet termly to discuss the progress of individual groups of pupils. Additional interventions are put in place to target specific areas for development where possible. Some of these interventions may be in small groups or individually delivered. We create a provision map for each year group to decide what provision will be put into place to target individual needs. The intervention is then monitored and reviewed against desired outcomes.</p>

<p>Information about any interventions additional to general classroom differentiation is shared with parents and there is an expectation that home and school will simultaneously support the child so that the desired outcomes are achieved. This is part of a strong partnership we strive to form between home and school. Class teachers and the SENCO share responsibility for measuring the impact of such interventions.</p> <p>If despite 'Quality First Teaching', differentiation and class interventions being in place, a pupil is showing no signs of progress or levels of attainment are below the expected average range, the SENCO will be consulted and, with the parents'/carers agreement, the pupil will be placed on the Special Needs Register. Prior to this, external agencies (e.g. educational psychologist, paediatrics, occupational therapy, Speech and Language, NELFT, etc., may be involved to help identify specific areas of need.</p> <p>Where SEND is identified, schools should put in appropriate evidence based interventions in place as part of the graduated approach, linking assessment to teaching. The approach that should be undertaken by the teacher can best be understood by the phrase – assess, plan, do and review.</p> <p>The class teacher/SENCO will identify outcomes and strategies to be used which will be recorded on a One Plan (SEND Support Plan) which is discussed with the pupil and the parents. The One Plan is reviewed on a termly basis and follows a continual Assess, Plan, Do and Review cycle, with the teacher and those involved in the child's education continually adapting and adding interventions according to the pupil's needs/progress made.</p> <p>Pupils with SEND are expected to make the same level of progress as their peers. Progress is measured according to their baseline assessment in Key Stage 1 and tracked via 'Target Tracker'.</p> <p>If a pupil continues to demonstrate significant cause for concern despite accessing additional support, the Headteacher or parents/carers may request that the Local Authority (LA) carry out an Assessment for an Education Health Care Plan (EHP).</p> <p>The school must provide written evidence of or information about:</p> <ul style="list-style-type: none"> <li>• The school's actions and impact of interventions/One Planning (Essex initiative designed for pupils who may need an EHP in the future)</li> <li>• Individual SEND Support Plans for the pupil (One Plans)</li> <li>• Records of regular reviews and their outcomes</li> <li>• The pupil's health including the pupil's medical history where relevant</li> <li>• National Curriculum levels/points of progress of attainment in literacy and mathematics</li> <li>• Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist</li> <li>• Views of the parents and of the pupil</li> <li>• Involvement of other professionals</li> <li>• Any involvement by the social services or educational welfare service</li> </ul> <p>The LA will then liaise closely with parents, the school and other agencies in considering, and if necessary, conducting an assessment. This assessment may lead to an Educational Health Care Plan being issued or the LA may indicate ways in which the school can meet the pupil's needs without this being necessary.</p> <p>The class teacher, SENCO, Educational Psychologist and other support agencies plan strategies to support the pupil's progress and attainment and an Education Health Care</p>
--

	<p>Plan is written. The EHCP is reviewed twice a year with parents and the pupil. An LA review is completed on an annual basis.</p> <p>Further details regarding ECHP assessment and statements of SEND can be found in the SEND Code of Practice (July 2014).</p> <p>Pupils with SEND who are entitled to the Pupil Premium Grant will receive interventions that meet their needs and support their progress. The arrangements for Pupil Premium funding and provision is outlined on the school website.</p> <p>The SEN budget is used to partly fund the deployment of LSAs, to purchase equipment and resources and to assist in the training and Continued Professional Development (CPD) of LSAs.</p> <p>We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support at school. The emotional health and well-being of all our pupils is very important to us and this is continually monitored by the Headteacher, Deputy Head/SENCO, the senior leadership team and all staff. We identify those who may need counselling, a mentor (LSA) to talk to daily or to attend a CASPA (Confidence, assertive Positive Skills) intervention. We are an anti-bullying school.</p>
<p><b>7. Information on the kinds of SEN provision made in the school.</b></p>	<p>Provision for pupils with SEND depends on their type of need and the impact that needs have on their education. Therefore, a personalised approach is used. Needs are met under the broad terms of:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Social, Mental and Emotional Health</li> <li>• Communication and Interaction</li> <li>• Sensory and/or physical</li> </ul> <p>We ensure that we purchase high quality resources to support learning and deliver interventions e.g. Rapid Reading, Rapid Writing, Catch Up Maths, phonics, 5 Minute Box, Gym Trail, CASPA, Lego therapy, Athletics, iPads. We also invest time in delivering our own 'home-grown' personalised interventions. Interventions are monitored and evaluated to assess their effectiveness.</p> <p>We currently have access to local authority Specialist Teachers who have a wealth of experience in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual and auditory impairments. There is no guarantee that the local authority will continue to have people in these positions. We currently have limited access to an Educational Psychologist who may undertake pupil assessments, make observations and meet with parents and staff regarding individual children.</p> <p>Currently, Specialist Teachers work with pupils who have an EHCP or Statement of Educational need during their first term at Secondary School. We also liaise with outreach workers from Special Schools to share strategies, ideas and advice.</p> <p>We currently subscribe to the Billericay Community Trust (BCT) which gives us access to Language support in Foundation Stage and Key Stage 1, the counselling services of Working 4 Children and Home School Liaison support. BCT also provides training opportunities for all staff for a variety of needs.</p> <p>We have a comprehensive Equality and Accessibility Plan which can be found on the school website.</p> <p>School staff regularly attend relevant and appropriate CPD.</p>

<p><b>8. Information about the expertise and training of staff in relation to children and young adults with special educational needs and about how specialist expertise can be secured.</b></p>	<p>The SENCO, Miss Catharine King, has been in post at Sunnymede Junior School for 6 years and has taught at the school for 15 years. In her role as SENCO and Deputy Headteacher, she plays a key part in the life of the school at both an operational and a strategic level.</p> <p>The SENCO regularly attends training, including Local Authority update training. She also keeps up to date with current documentation and initiatives. She regularly meets with other SENCOs from BCT.</p> <p>LSAs are currently deployed on a needs basis to support individuals or classes as well as delivering time limited interventions. All our LSAs are trained to a minimum NVQ Level 2 and are trained in First Aid and Child Protection. They receive training in areas relating to SEND.</p> <p>All staff are encouraged to attend CPD courses and have regular in-house training in SEND led by the SENCO or outside professionals.</p> <p>Membership of BCT (Billericay Community Trust) ensures that various training opportunities for school staff are provided. Through the BCT, we are also able to access the Speech and Language Worker and the Home School Liaison Worker.</p> <p>We are able to access the Education Psychologist and Specialist Teacher team through 'drop in' sessions held frequently across different schools in our immediate area. The school nurse is available by telephone and also holds drop in sessions at school.</p>
<p><b>Quality First Teaching and Personalisation</b></p> <p><b>9. Information about the school's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to the curriculum, additional support and wider support.</b></p>	<p>We take a whole school approach to meeting the needs of pupils with SEND. This is achieved through the inclusion of all children in high quality teaching opportunities on a daily basis.</p> <p>All staff are informed of the principles of Quality First Teaching and their responsibilities for teaching all pupils in their class. We differentiate learning in lessons. We believe in trying to meet pupils' needs through this approach. However, where the pupil's needs are "different from and additional to their peers" and "they have a significantly greater difficulty in learning than the majority of others of the same age, or 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 school", a variety of strategies and interventions may be used. This may also lead to involvement of external professionals or advice from outside agencies. Parents will be consulted at all stages of this process.</p> <p>The school follows the LA guidance for identifying pupils with SEND. Alongside this, the school follows a graduated response (as previously mentioned in Section 6) which may trigger additional support.</p> <p>Emotional needs are monitored by all staff but we accept that wider support may be required for more complex emotional needs. At this point, we would consult with parents first before referring to extended services.</p> <p>Pupil data is analysed to inform the SENCO and parents about pupil progress. This information is currently included in SEND Support Plans and annual reports. This data is also used to inform staff about the effectiveness of interventions and next step targets.</p>

<p><b>10. Information about how equipment and facilities to support children with special educational needs will be secured.</b></p>	<p>The NHS Occupational Therapist comes into school to undertake an assessment regarding equipment, furniture or access to the building. The SENCO and/or Headteacher will meet with parents to discuss particular needs and requirements for individual pupils.</p> <p>Currently, the Local Authority provides some equipment and some items are purchased by the school.</p> <p>The Occupational Therapists periodically check and maintain equipment they have provided.</p>
<p><b>11. How the Governing Body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</b></p>	<p>The Governing Body demonstrates good financial management, thus the building and resources are fit for purpose.</p> <p>The SENCO signposts, recommends and refers to services to meet identified needs. This includes children with and without an EHCP/Statement.</p> <p>The SEN Governor visits and reports back to the Governing Body regarding any issues that may affect pupils with SEND. The Headteacher reports to the GB.</p> <p>The school works closely with the following agencies and services:</p> <p>Speech and Language Therapists Occupational Therapists Physiotherapists Specialist Teachers Educational Psychologists Social Care Community Paediatrician Counsellors</p> <p>(This list is not exhaustive and may change according to the needs in the school).</p>
<p><b>12. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</b></p>	<p>SNAP – <a href="http://www.snapcharity.org">www.snapcharity.org</a> - 01277 211300 FACE – Families Acting for Essex – <a href="mailto:info@face-essex.org">info@face-essex.org</a> – 01245 608231 Billericay Health Centre, Stock Road – 01277 658071 Billericay Library, 143 High Street – 0845 603 7628 Children’s Centre – Sunnyside’s Children’s Centre, Rosebay Avenue – 01277 659589 School Nurse – contact via the school Families in Focus (Essex)- <a href="http://www.familiesinfocussessex.org.uk">www.familiesinfocussessex.org.uk</a> – 01245 353575 Parent Partnership – <a href="mailto:parentpartnership@essex.gov.uk">parentpartnership@essex.gov.uk</a> - 01245 436036 SENCAN, Ely House, Ely Way, Basildon SS14 2BQ</p>
<p><b>13. School arrangements for supporting pupils transferring between stages of education.</b></p>	<p>The SENCOs, teachers and LSAs from Sunnymede Infant School and Sunnymede Junior School liaise very closely to ensure a smooth transition to Key Stage 2. The SENCO and relevant staff visit the Infant school in the summer term to observe pupils with SEND and liaise with the Infant teaching staff. In the second half of the summer term, the Year 2 pupils regularly visit the Junior school which includes a ‘Changeover’ morning session with their new class teacher. Additional transition visits to Sunnymede Junior School are offered to pupils with SEND (accompanied by their LSA) if required. In addition, the SENCO attends any annual reviews that take place in the Year 2 setting. The Junior</p>

School holds an open evening where parents of Year 2 pupils can visit the school and meet the Junior school members of staff. Parents are able to book meetings with the new teachers or SENCO should they feel the need.

The SENCOs and key staff from Secondary Schools visit the school to discuss pupil needs. They are also invited to attend Year 5 and/or Year 6 Annual Reviews. Some Secondary Schools arrange additional transition visits for pupils with SEND. The SENCO works on a transition programme for Year 6 SEND pupils and organises meetings for the parents to meet the secondary school SENCO.

Specialist Teachers, who work with pupils who have an EHCP or Statement of Educational Need, may be involved in their transition and provide support during their first term at secondary school.

Copies of essential paperwork are transferred to the Secondary School in the Summer term, prior to the child leaving.

Information regarding the special educational needs of Looked After children is reported to the placing Local Authority on a termly basis.

**14. The effectiveness of SEND support: End of Key Stage outcomes**

2016 – 17 SEND pupil progress

Expected progress is 6 steps in one year (2 steps per term)

**Year 6 (Cohort leaving 2017)**

**Steps progress in one year**

	All pupils (82)	Non-SEND pupils (75)	All SEND pupils (7) (No statements/EHCPs)
<b>Reading</b>	6.3	6.3	6.7
<b>Writing</b>	6.3	6.3	6.1
<b>Maths</b>	6.3	6.3	6.4

**Percentage of expected or better progress for Year 6 pupils with SEND**

	All pupils (82)	Non-SEND pupils (75)	All SEND pupils (7) (No statements/EHCPs)
<b>Reading</b>	95	96	86
<b>Writing</b>	90	91	86
<b>Maths</b>	90	91	86

**Percentage of more than expected progress for Year 6 pupils with SEND**

	All pupils (82)	Non-SEND pupils (75)	All SEND pupils (7) (No statements/EHCPs)
<b>Reading</b>	32	29	57
<b>Writing</b>	34	32	57
<b>Maths</b>	33	31	57

**Year 5 (Cohort leaving 2018)**

**Steps progress in one year**

	All pupils (64)	Non-SEND pupils (59)	All SEND pupils (5)	SEND Support (4)	EHCP (1)
<b>Reading</b>	6.4	6.3	6.6	6.8	6.0
<b>Writing</b>	6.3	6.2	6.8	6.5	8.0
<b>Maths</b>	6.3	6.3	6.4	6.5	6.0

**Percentage of expected or better progress for Year 5 pupils with SEND**

	All pupils (64)	Non-SEND pupils (59)	All SEND pupils (5)	SEND Support (4)	EHCP (1)
<b>Reading</b>	95	95	100	100	100
<b>Writing</b>	95	95	100	100	100
<b>Maths</b>	95	95	100	100	100

**Percentage of more than expected progress for Year 5 pupils with SEND**

	All pupils (64)	Non-SEND pupils (59)	All SEND pupils (5)	SEND Support (4)	EHCP (1)
<b>Reading</b>	41	39	60	75	0
<b>Writing</b>	25	22	60	50	100
<b>Maths</b>	30	29	40	50	0

**Year 4 (Cohort leaving 2019)**

**Steps progress in one year**

	All pupils (64)	Non-SEND pupils (61)	All SEND pupils (3)	SEND Support (1)	Statements (2)
<b>Reading</b>	5.9	6.0	5.3	6.0	5.0
<b>Writing</b>	5.5	5.6	4.7	6.0	4.0
<b>Maths</b>	5.8	5.8	5.3	5.0	5.5

**Percentage of expected or better progress for Year 4 pupils with SEND**

	All pupils (64)	Non-SEND pupils (61)	All SEND pupils (3)	SEND Support (1)	Statements (2)
<b>Reading</b>	77	79	33	100	0
<b>Writing</b>	55	56	33	100	0
<b>Maths</b>	58	59	33	0	50

**Percentage of more than expected progress for Year 4 pupils with SEND**

	All pupils (64)	Non-SEND pupils (61)	All SEND pupils (3)	SEND Support (1)	Statements (2)

<b>Reading</b>	9	10	0	0	0
<b>Writing</b>	6	7	0	0	0
<b>Maths</b>	19	20	0	0	0

**Year 3 (Cohort leaving 2020)**

**Steps progress in one year**

	<b>All pupils (60)</b>	<b>Non-SEND pupils (57)</b>	<b>All SEND pupils (3)</b>	<b>SEND Support (2)</b>	<b>EHCP (1)</b>
<b>Reading</b>	6.2	6.2	6.0	5.5	7.0
<b>Writing</b>	6.3	6.2	6.3	5.5	8.0
<b>Maths</b>	6.2	6.2	6.3	6.0	7.0

**Percentage of expected or better progress for Year 3 pupils with SEND**

	<b>All pupils (60)</b>	<b>Non-SEND pupils (57)</b>	<b>All SEND pupils (3)</b>	<b>SEND Support (2)</b>	<b>EHCP (1)</b>
<b>Reading</b>	90	91	67	50	100
<b>Writing</b>	98	100	67	50	100
<b>Maths</b>	82	83	67	50	100

**Percentage of more than expected progress for Year 3 pupils with SEND**

	<b>All pupils (60)</b>	<b>Non-SEND pupils (57)</b>	<b>All SEND pupils (3)</b>	<b>SEND Support (2)</b>	<b>EHCP (1)</b>
<b>Reading</b>	30	30	33	0	100
<b>Writing</b>	25	25	33	0	100
<b>Maths</b>	37	35	67	50	100

This document was created in July 2014 in consultation with Billericay Community Trust, school staff, Governors and a selection of parents of pupils with SEND. It will be reviewed annually and updated throughout the year if necessary.

**One Plan 2017-18**

<b>Name:</b>	<b>Date of Birth:</b>	<b>Class:</b>
<b>Area of Need:</b>	<b>Pupil Premium: Y/N</b>	<b>Chronological Age:</b>

Subject	End of year test data					Current teacher assessment	Other relevant data	Year __ Autumn term interventions	Year __ Spring term interventions	Year __ Summer term interventions
	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6					
<b>Reading Comprehension</b>						Dec 15: March 16: July 16:				
<b>Writing</b>						Dec 15: March 16: July 16:				
<b>Maths</b>						Dec 15: March 16: July 16:				

**ONE PLAN**

Name:

Date:

Class:

<b>ASSESS - Difficulties and outline of current level</b>		<b>PLAN - Outcomes</b>		<b>DO - How and when it will happen Interventions/Provision/Strategies for support</b>	<b>REVIEW - Progress/ Impact/What next</b>
<b>This is what I need help with</b>	<b>This is what I'm good at</b>	<b>This is what I need to do next</b>	<b>How you can help me</b>	<b>How did I do? Everyone is pleased because...</b>	

**Review**

**Name:**

**Date:**

**Class:**

<b>What's working?</b>	<b>What's not working quite so well?</b>

