



Pickering Community Junior School

Policy for special educational needs and disabilities (SEND)

Agreed by governors: September 2024

To be next reviewed: September 2025

This policy is in line with the SEND Code of Practice 2015.

Abbreviations used:

PCJS	Pickering Community Junior School
AS	Autism Support
CoP	Code of Practice (2015)
EHCAR	Education and Health Care Plan Assessment Request
EHCP	Education and Health Care Plan
EP	Educational Psychologist
EH	Early Help
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and Disability Coordinator
SLT	Senior Leadership Team
TA	Teaching Assistant
HUB	NYCC Special Educational Needs Support Hub
AAM	All About Me

Our Philosophy:

The Governing Body and Staff at Pickering Community Junior School are committed to offering an equal entitlement for all children through an inclusive curriculum to ensure the best possible outcomes for all of our pupils, regardless of their needs, abilities, and social economic backgrounds. We provide a supportive, positive learning environment and all of our staff are committed to the principle of inclusion. **The skill, experience and attitude of the class teacher is the key to effective learning for all children. This has even greater significance for SEND children who, more than most, need additional and different support in order for them to take full advantage of all that is on offer.**

Context Setting

The post of SENDCo at Pickering Community Junior School is a split role across Pickering Infant School and Pickering Community Junior School. The schools work collaboratively together to strengthen the practice and support already in place. The schools continually look for opportunities to strengthen links and utilise staff and resources across the two schools to develop provision.

Aim of the Policy

To promote the successful inclusion of pupils with special educational needs and disabilities at Pickering Community Junior School.

In making provision for pupils with special educational needs our policy objectives are:

- To ensure that our duties, as set out in the SEND Code of Practice 2015 and the Equality Act 2010, are fully met to enable pupils with special educational needs to actively join in the normal activities of the school alongside pupils who do not have special educational needs.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- To identify, assess and support the pupils with special educational needs and disabilities (SEND) as early as possible.
- To use available resources as efficiently and equitably as possible when assessing and meeting the special educational needs and disabilities of our pupils.
- To provide a **graduated approach** of assess, plan, do, review to match educational provision to pupils' individual needs, not their SEND label.
- To develop a partnership with parent/carers so that their knowledge, views and experience can assist us in assessing and providing for their children.

- To take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision-making in order to provide more effectively for them.
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs and disabilities.
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and disabilities and are able to exercise them.
- To initiate and facilitate staff development concerned with SEND issues.
- To monitor our effectiveness in achieving the above objectives.

Definition of Special Educational Needs (SEND)

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- A) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- B) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions” (SEND Code of Practice 2015).

The Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – disability alone does not constitute SEN. Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school (CoP 2015).

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child’s or young person’s needs.

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities” (Equality Act of 2010).

Admission Policy

The school’s admissions policy is in line with the LA admissions criteria which does not discriminate against pupils with special educational needs or disabilities. Information will be requested from the previous education provider and provision put in place as appropriate and as discussed with parents.

Facilities and Equipment

The building has had some modifications made to it in order to accommodate the needs of children who have a degree of physical ability. There are ramps to facilitate access to the bottom playground and all of the steps are marked with yellow paint. There is a toilet/changing room/hygiene room available to physically disabled pupils. Our school building is fully inclusive and we have high fencing around the perimeter of our school field and entrance to make our site more secure. Equipment and resources used are accessible to all children, regardless of their needs.

The SEND Process

In line with the SEND Code of Practice 2015, the school operates a four stage graduated approach:

1. **Assess:** The class teacher and SENDCo to analyse a pupil's needs before identifying a child as needing SEN support. Whenever a child is identified as having SEND needs, parents will be consulted and their knowledge and views will form part of the assessment process.
2. **Plan:** In collaboration with families, targets will be set and appropriate intervention and support strategies planned.
3. **Do: 'All teachers are teachers of children with SEND' (Code of Practice 2015)**
The class teacher will always remain responsible for the pupil and work with the pupil on a daily basis. As such, even where interventions or 1:1 teaching away from the class are part of provision, the class teacher should still retain responsibility for the pupil.
4. **Review:** The effectiveness of the support should be reviewed in line with the agreed date and the next steps considered collaboratively. If further support is still required, the graduated approach begins again.

Educational Health and Care Plan (EHCP)

The majority of children and young people with SEND will have their needs met within the local mainstream school. However, when it is felt by the school and family that further resources are needed to support the child appropriately, an EHCAR may be completed collaboratively. This request can be completed after at least two rounds of assess, plan, do, review. The LA will then consider if they need to conduct an assessment of need. An EHCP will be prepared if the LA considers it necessary. If the needs of a child cannot be met at PCJS, a consultation with a specialist setting will be requested alongside an annual review.

Identification, Monitoring, Assessment

1. Identification

Early identification of SEND is imperative and the school makes every effort to identify these needs. Identification is achieved through, or a combination of, the following means:

- Contact with family who express concern over their child's progress
- Classroom monitoring/assessment/observation by the class teacher and SENDCo
- Pupil voice and feedback from family and other professionals working with the child
- Use of national testing
- Use of transition records
- Other assessments made by the class teacher/SENDCo/other professionals

2. Assessment and Monitoring

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make good progress in relation to the personalised targets set. Progress will be reviewed at least termly by class teachers alongside both the child and their parents who are a key part of the reviewing process. The child's views will be ascertained through pupil voice within school and discussions with parents are typically held during longer parents evening appointments where the SENDCo may also be involved if required. Additional meetings involving all stakeholders can be arranged as appropriate at other times. This information will be summarised on the child's AAM document which is updated termly and remains a working shared document between the child, home, and school. For children with an EHCP, an annual review will take place involving all stakeholders including wider professionals. During this review the appropriateness of the EHCP will be considered and a report of this meeting shared with the LA.

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on AAMs
- Completion of statutory functions by the SENCo related to request an EHCP/supporting class teachers with termly SEND reviews with families
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENDCo, SLT, LA advisers, SEND Governor
- Providing additional support as necessary at points of transition for identified vulnerable children
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted

- Local authority analysis of information and data about the school
- Screening tests recommended by The NYCC Special Educational Needs Support Hub which may also be purchased and used by the SENDCo in school
- Advice and support to parents regarding ways to obtain assessment for a specific need, such as, Autism and Dyslexia

Access to the Curriculum

All the children in the school are given access to a broad and balanced curriculum. Children with SEND are fully integrated into the whole school. The school has adopted a number of strategies in order to ensure full and complete access:

- Quality First Teaching, including individual approaches relevant to need
- A personalised, tailored curriculum with well-pitched differentiated activities
- Specific equipment and resources to allow access
- In class additional support*
- Withdrawn support*
- Specialist teaching ie: support from outside agencies/specialist teachers and other professionals

(*- In class and withdrawn support is entirely dependent upon the child's individual needs, taking into account classroom routines, availability of resources and support and the child's right to a broad and balanced curriculum).

Quality assessment ensures teachers can determine the next steps for each pupil. The school's usual lines of assessment will always be used in the first instances where appropriate. At times, children with SEND may well need next steps to be broken down into smaller steps in order to meet individual needs, each child will be considered on an individual basis. Where appropriate, the school may use PIVAT scales to measure small steps of progress for a child throughout key stage 2. At the end of Year 6 The Engagement Model and Pre-Key Stage Standards are used to formally assess and report on children who are working below the standard of national curriculum tests.

Examples of whole school approaches to supporting children with SEND:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.
- Regular communication takes place between class/subject teachers, TAs, SENDCo, parents and pupils to ensure good progress.
- **All** staff have appropriate access to up-to-date information about pupils with additional needs via the SEND Zip File.

- The SENDCo in association with colleagues from The Hub/external agencies offer advice on differentiation to all staff.
- Pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.
- All pupils have individualised targets.
- Provision maps are available so that staff, pupils and parents know what reasonable adjustments are available.
- Provision for pupils with SEND is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents.
- School uses the local authority's local offer to inform the school offer. This is published on the school website and is regularly updated.

Examples of Individualised approaches to supporting children with SEND:

- All children on the SEND register have an 'All About Me' which documents the tailored provision being provided to support the child. All About Me's are written collaboratively between families and the class teacher, with the support of the SENDCo where required. At the heart of the All About Me's are pupil and family voice.
- Person-centred reviews will be held termly with families (or more regularly where required), considering acceptable meeting times. The parents and pupil (where appropriate) will be respectfully listened to and their views will inform personalised learning pathways.
- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated both before and after the intervention is completed.
- Additional help will be sought appropriately from EP's, The Hub, CAMHS etc.
- Transition arrangements will be personalised to support additional need.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring in a supporter to meetings if desired.
- The school will follow the latest statutory guidance (CoP 2015).
- Personalised behaviour plans, reward systems and risk assessments.

Access Arrangements

In line with the Equality Act 2010 to make 'reasonable adjustments, at Pickering Junior School, any child who has a barrier to accessing SATS will be assessed to see if they would qualify for Access Arrangements. These are adjustments for learners with significant additional needs and may take the form of additional time/access to a reader/access to take a test in quiet space/access to Braille paper etc. Any child with an Education Health Care Plan is automatically entitled to 25% additional time in SATS.

Inclusion

At Pickering Community Junior School, we are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy will enable pupils with SEND to be an integral part of our school community. Regardless of a child's attainment, our emphasis will be upon including them, alongside the other children, in the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each child and by either modifying activities or providing support that will help the child to participate in them. Pupils will only be withdrawn from normal activities when:

- The child will benefit from some intense individual work of a core subject (reading/writing/numeracy) or in the area of social, emotional development.
- It is clearly inappropriate, or medical advice indicates that it is unsafe, for the child to participate and some suitable alternative has to be arranged.

Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced curriculum.

Safeguarding pupils with additional vulnerabilities

As a school we are aware that children and young people with SEND may be more vulnerable than those without. This may be because they:

- Have additional communication needs;
- May not understand that what is happening to them is abuse;
- Need intimate care or be isolated away from others; and/or
- Are dependent on adults for care.

At Pickering Community Junior School, we are fully committed to safeguarding **ALL** of our pupils including those with SEND. All safeguarding concerns will be reported and acted upon in line with the school's Child Protection Policy. The DSL (Designated Safeguarding Lead) is the Headteacher, Mrs De Barr and the Safeguarding Governor is Mrs Smeaton. A copy of the school's Child Protection Policy can be found on the school website.

The Role of the SENDCo

The SENDCO's responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs
- Advising on the graduated approach to providing SEND support
- Liaising with other schools and other specialist teachers and agencies, educational psychologists, health and social care professionals and independent voluntary bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with Headteacher and school governors to ensure that the school meets

its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements

- Ensuring that the school keeps the records of all pupils with SEND up to date
- Applying for Education, Health Care Plans
- Overseeing interventions and review pre and post assessment
- Working with the children and class teachers on behaviour management and Social, Emotional and Mental Health
- Key contact for children that are Looked After
- Communication between school and the Local Authority

The governing body evaluate the work of the school by:

- Appointing a SEND governor who is champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

The School's Complaint Procedures

The parent/carer of a child with SEND has the right to make a complaint about the provision made for their child at the school. The first point of contact will be the class teacher, then the SENDCo, who will try to deal with the complaint as efficiently and effectively as possible as outlined in the school's complaints procedure. A copy of this is available on the school website.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordinating inclusion and SEND provision is as follows:

SENDCo – Mrs Caroline Watson

Governor with responsibility for SEND – Mrs R Weetman