



Special Educational Needs and Disability (SEND) Policy

SECTION 1: Introduction

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents.

- Equality Act 2010 (advice for schools DfE February 2013)
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework Document (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the Southwater Junior Academy SENCo in consultation with the SEND Governor, the Leadership Team (Headteacher, Deputy Headteacher and Year Leaders) and staff. The co-production of this policy reflects the spirit of the SEND reforms of 2014.

SENCo

The coordinator of SEND and Inclusion is Alison Burke, who qualified with the 'National Award for Special Educational Needs Coordination' in 2012. She is a member of the Leadership Team, which meets weekly, and matters of SEND are shared, discussed and reported. The Headteacher is the advocate on the Senior Leadership Team.

SECTION 2: Aims and Objectives

Aims

Southwater Junior Academy (SJA) is an inclusive school that provides a broad and balanced curriculum for all children, where all teachers set appropriate learning challenges and respond to the children's diverse learning needs. Teachers promote high standards to ensure all children achieve their best, become confident individuals living fulfilling lives. Every teacher is a teacher of every child, including those with a Special Educational Need or Disability (SEND). The Academy uses their best endeavours to make sure that a child with SEND receives the support they need.

The policy will ensure that the Academy meets the needs of children identified as having a SEND and gives due regard to general duties to promote disability equality. The Academy makes reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Equality of opportunity is promoted and discrimination prevented. The policy outlines how children are identified, how provision is planned and carried out and systems for review. All our policies are interlinked and should be read and informed by all other policies. In particular, the SEND Policy is linked to safeguarding, medical, behaviour, anti-bullying and curriculum policies.

Southwater Junior Academy is part of the West Horsham Schools Network (WHSN) made up of 11 schools, who work together to improve outcomes for provision for children with SEND. The SEND Coordinator (SENCo) leads and attends the WHSN SEND Coordinators Locality Meetings twice termly to further develop expertise, skills and knowledge with regard to SEND. The Academy has produced a Local Offer, which describes provision for pupils with SEND in our school. This document is reviewed annually and can be viewed on our website. A Local Offer has been produced by West Sussex Local Authority describing provision available within the county.

Objectives

Our vision statement, 'Learning for Life' is centred on the importance of inclusion. The Academy is committed to being an inclusive school, giving all children access to 'high quality first teaching' across a broad and balanced curriculum.

- To identify, at the earliest opportunity, and provide for pupils who have a special educational need and/or disability
- To work within the guidance provided in the Code of Practice (January 2015)
- 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 and Disability Coordinator (SENCo), who will work with the SEND Policy
- To ensure that every child with SEND experiences a differentiated curriculum, success in their learning and achieves the highest possible standard
- To provide intervention programmes which meet individual needs and provide both challenge and success
- To involve pupils in planning and reviewing their learning experiences
- To empower children to become independent learners, communicators and contribute to the life of the school
- To work in partnership with parents, involving them in planning and reviewing their child's additional support in school
- To provide a secure, safe and caring environment for all pupils in school including those with SEND
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

SECTION 3: Special Educational Needs

Definition of SEND

A person may have a special educational need (SEN) either throughout, or at any time during their lifetime.

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(2015 Code of Practice: 0 to 25 Years, Introduction xiii and xiv)

There are four broad categories of need:

1. Communication and Interaction

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The

profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’
(2015 Code of Practice: 0 to 25 Years, p.97 6.28)

2. Cognition and Learning

‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.’
(2015 Code of Practice: 0 to 25 Years, p.97 6.30)

‘Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.’
(2015 Code of Practice: 0 to 25 Years, p.98 6.31)

The Southwater Junior Academy pays particular attention to the differences associated with dyslexia, due to the impact on a child’s ability to access the curriculum when progress in reading and/or writing is below expectation. The SENCo is responsible for ensuring that assessment is thorough, using the Harcourt DST-J Dyslexia Screen. This may be followed by the Wesford 1 or 2 assessment, if the child is ‘At risk’ of dyslexia. In response to an analysis of the results, appropriate high quality provision is made for the child.

The Southwater Junior Academy has adopted the Rose Report 2009 definition for dyslexia:

‘Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration, and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.’

(Rose Report 2009 p.30-36)

3. Social, Emotional and Mental Health

‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as

attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.’

(2015 Code of Practice: 0 to 25 Years, p.98 6.32)

The class teacher and SENCo discuss concerns and record them, for use when speaking to parents and/or outside agencies. The advice and recommendations from outside agencies are considered and appropriate provision provided.

4. Physical and sensory

‘Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.’

(2015 Code of Practice: 0 to 25 Years, p.98 6.34)

‘Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.’

(2015 Code of Practice: 0 to 25 Years, p.98 6.35)

The class teacher and SENCo will discuss concerns and record them, for use when speaking to parents and/or outside agencies. The advice and recommendations from outside agencies are considered and appropriate provision provided.

These four broad areas of need are planned for at the Academy. The purpose of identification is to assess and plan appropriate action for the school to take to meet a child’s needs. At the Academy, a child’s needs are identified by considering the needs of the ‘whole child’, which will include not just the special educational needs of the child. There are other factors, which may impact on a child’s learning but these are not identified as SEN. These are listed below:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a Young Carer

Any concerns relating to a child's behaviour is considered as an underlying response to a need, which will be recognised, identified, managed and appropriate provision made.

Section 4: A Graduated Approach to SEN Support

Identifying children with SEND

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants (LSA) or specialist staff. 'Quality First Teaching', differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The Headteacher carries out a 'Learning Snapshot' with each teacher, the Deputy Headteacher coaches each teacher using the STAR coaching approach and Year Leaders work with teachers on a mini-STAR format. The SENCo visits classrooms to assist with inclusion and differentiation, as appropriate. Observations and coaching provides evidence of high quality teaching.

Children with SEND are identified by one or a combination of the following assessments, which are part of the overall approach to monitoring the progress of all pupils.

- The progress of every child is monitored at termly progress meetings between the class teacher and the Deputy Headteacher, using O-Track as the database for assessments. Assessments are also checked alongside national data. If a child is not making progress, despite 'Quality First Teaching', they are discussed by the SENCo and Deputy Headteacher and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress, given their age and particular circumstances, they will seek to identify a cause. This can be characterised by progress which is significantly slower than that of their peers from the same baseline; does not match or better the child's previous rate of progress or; does not close the attainment gap between the child and his or her peers.
- A parent may ask a teacher to look more closely at their child's learning. Parent requests are valued and investigated. Often the concern can be addressed by 'Quality First Teaching' and parent support. However, if the concern needs further thought and a greater response, the teacher and SENCo will work together with the parent and child to plan additional support.
- The SENCo may undertake a further assessment with a child, which will add to and inform the teacher's understanding of a pupil's strengths and areas of

need. Parents are informed of such a decision and provided with the results of the assessment.

- The SENCo, in consultation with parents, may seek advice from an outside agency or professional, where this is an appropriate course of action. Although the SENCo can identify SEN, and make provision to meet those needs, she cannot make a diagnosis. Parents are advised to contact their GP with reference to conditions such as autism and ADHD. The class teacher and SENCo will complete questionnaires and documents in support of outside agency information gathering. This information will be shared with parents according to professional guidelines.

After consultation with the class teacher, parents, and Headteacher, the SENCo will decide whether to place a child's name on the SEND Register at SEN Support.

Starting SEN Support

It is our aim to have positive, informative relationships with all our parents. In this way parents, pupils and teachers are aware of developments in a child's learning over time. Parents and teachers also meet at Parents Evenings in the Autumn and Spring Terms. The SENCo is available at Parents Evenings in each of the Autumn and Spring Terms, in addition to being available Mondays to Fridays.

Once a child has been identified as having a SEND, the class teacher and SENCo will invite the parent into school to:

- Discuss any assessment results, showing strengths and areas of need
- Inform them of planned provision to meet the needs of the child
- Inform them that their child will be placed on the SEND register at SEN Support
- Co-produce an Individual Learning Plan (ILP) for the child with 3-4 targets for the term.

This is part of the graduated approach and cycle of Assess-Plan-Do-Review, as set out in the Code of Practice 2015. Where possible, the child will be encouraged to participate in all or part of this process.

Records of these meetings are kept and the information is available for parents to keep. Thereafter, the parent and child are invited into school at the beginning of each term to meet to review the previous terms ILP, discuss assessments, progress and set new targets.

SEN Support

The Academy has well-defined processes to manage systems, to ensure appropriate high quality additional provision is made for children placed at SEN Support on the SEND Register.

- A one page 'Pupil Profile' is completed by the child with a Learning Support Assistant (LSA), class teacher or the SENCo in September. This has the headings: What is important to me; Great things about me and; What you need to know to support me. This can be updated through the year and is shared with parents, who may add to the profile, and all teachers who teach the child.
- The child reviews the previous terms ILP with his/her class teacher.
- Parents receive a letter at the beginning of each term, outlining the provision for their child over the term.
- Parents are asked to come into school to meet with the SENCo to review the previous ILP, discuss completed assessments, planned provision and set 3-4 achievable targets for the child for the term. The SENCo will have asked the class teacher for suggestions for targets to ensure targets support the child's next steps in their learning. An ILP is therefore co-produced by the parent, class teacher, SENCo and child, where appropriate, at the beginning of each term. The one page pupil profile will also be discussed. Parents are given a copy of these documents to keep and a record of the meeting. The child keeps a copy of the Pupil Profile and ILP in his or her classroom at the teacher's desk.

In cases where a parent cannot attend a meeting at the beginning of term, the SENCo will contact by phone or letter, to ensure that information is shared. A record of the meeting or contact is kept.

The SENCo is also available on at the Parent's Evenings in each of the Autumn and Spring Terms, in addition to being available Mondays to Fridays.

- Planned provision for the child may be individual support or small group work outside the classroom by an LSA or the SENCo. An LSA may support a child or children to access a differentiated curriculum within the classroom. The SENCo prepares an Intervention Target Sheet for each intervention. The LSA responsible for the intervention will carry out a baseline assessment at the beginning of term and a review assessment at the end of term, to show progress, as appropriate.
- Parents are informed if an outside agency, e.g. Speech and Language Therapist, Educational Psychologist, is contacted to assess and provide recommendations for a child. The SENCo will ensure that assessments and/or reports are copied to parents and teachers. Recommendations are incorporated into a child's ILP, as a target(s).
- Each child registered as SEN Support has a file, which is kept in a locked cabinet in 'Iggy's Room'. Teachers have their own SEND File in their classroom, which contains ILPs and recent assessments or reports.
- The SENCo consults with the Deputy Headteacher to analyse data and check the progress of pupils at SEN Support.

Education and Health Care Plan (EHCP)

Despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, he or she may not have made expected progress in reading, writing and maths. In such a case, the school or parents consider requesting an Education, Health and Care Needs Assessment (EHCNA). The Academy will provide the information required for the local authority to make an informed decision on whether to proceed with an EHCP.

Children, who with support, achieve well in a mainstream school are less often assessed for an EHC Plan. A child, who is given a diagnosis, e.g. dyslexia, ASD or ADHD, does not necessarily need an EHCP.

If the application for an EHCNA is successful, the local authority will make a needs assessment, involving parents, the child and the school, together with any health and social care professionals who are involved with the family. The child's strengths, hopes, aspirations and barriers to their learning are recorded. Following this the local authority will produce the EHCP.

Parents of a child with an EHCP have termly meetings as described in 'SEN Support' above. In addition, the school leads an Annual Review for the child. The school seeks advice and information about the child prior to the meeting from all parties invited, e.g. Speech and Language Therapist, Educational Psychologist, Occupational Therapist, and sends any advice and information gathered to all those invited at least two weeks before the meeting.

The meeting focuses on the child's progress towards achieving the outcomes specified in the EHC Plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. The child and parents are encouraged to engage fully in the review meeting.

SECTION 5: Managing Pupils Needs on the SEND Register

All provision for SEND pupils is carefully planned, resourced and assessed. The following processes are followed to ensure that SEND provision is of a high quality, appropriate and measured.

Assess

- At the beginning of term, a Year Group Meeting of the teachers with the SENCo is arranged to identify intervention programmes appropriate to meet the needs of the children on the SEND Register, which will enable the children

to achieve targets on their ILP. All involved use data from the previous term to make informed decisions.

Plan

- The SENCo writes the Intervention Target Sheets for the interventions, detailing entry need, time and frequency, targets, resources, lead person, baseline and review assessments.
- All Intervention Target Sheets are stored in a red folder marked 'Interventions', in 'Iggy's Room'. The folder is kept up-to-date by the SENCo.
- The Lead LSA and LSAs timetable interventions into the week, avoiding Maths and English. Where possible, LSAs try to avoid taking children out of P.E., Music and Computing.
- The SENCo prepares a Provision Map for each child on the SEND Register, which may be shared with the parent and child at their termly Individual Learning Plan (ILP) meeting. The SENCo creates a Costed Provision Map for a child with an EHCP, which is shared with parents and professionals at the Annual Review.

Do

- A baseline assessment is made by the lead person of the intervention, as appropriate and set by the SENCo, at the beginning of term or, in some instances, the review of the previous term is used as the baseline.
- The Academy works with all teachers and Learning Support Assistants through Appraisal and Continuous Professional Development. LSAs are observed informally as they carry out interventions to check intervention programmes are being delivered as high quality provision.

Review

- At the end of each term the lead person of the intervention, carries out a review assessment. In some instances this may be the end of term teacher assessment.
- The SENCo discusses the progress of the children in interventions with the LSAs, and considers whether individual children need to continue with such provision for the following term.
- The SENCo meets with teachers at the beginning of the next term as described above (Assess).
- The SENCo records the review data, observations and information on the child's record to be used at the next term's ILP Meeting
- If the SENCo, in consultation with the teacher, LSA and parent, feels that a child has not met his/her targets, a referral may be made to an appropriate service for support. Parents are always kept informed. Referral documents are stored on the West Sussex Local Offer website or provided by the service itself.

Pupil Voice is sought from all children on the SEND Register, in the Spring Term to provide children with a forum, to give their views and opinions on school life, interventions and the support they are given. They are also asked if there are any other ideas they have for support. The children may meet in a small group or individually with an LSA and answer the questionnaire. The information is collated by the SENCo. The results are shared with the school staff and Governors.

Not all children who attend an intervention are on the 'SEND Register'. Teachers and the SENCo discuss any children who will benefit from an intervention. Parents are informed and invited to come into school to discuss the course content.

The school has a Learning Mentor, who provides support to remove or alleviate barriers to learning, developing trusting relationships with specific children.

Any child, who attends an intervention, earns 'Iggy Points' for the end of term 'Iggy Challenge Cup'. Points are awarded for effort and achievement for each intervention the child attends, to help to motivate them. The points are collated in the Academy school colour teams. The winning team is announced at the end of term assembly, presented with the cup and the team's photograph is displayed outside 'Iggy's Room'. The cup is kept in the School Office reception area.

SECTION 6: Criteria for Exiting the SEND Register

At Southwater Junior Academy the SEND Register is a fluid document. Children's names can be placed onto it or taken off it at any point in a term.

If a child makes good progress and no longer requires additional targeted support, which is different from his/her peers, it will be suggested to teachers and parents that the child no longer needs to be at SEN Support, according to the Code of Practice 2015. Only after consultation will a child's name be taken off the SEND Register.

SECTION 7: Supporting Pupils and Families

The Academy creates positive and informative relationships with parents, to support pupils and families. The SENCo uses the Intervention Planning for Early Help (IPEH) local service to support families with needs at levels 2.5 to 4 on the West Sussex Continuum of Need. This involves completing an Holistix form with the parent and attending a Forum to explore appropriate support. For families with needs at level 2 on the West Sussex Continuum of Need, a Family Support and Intervention worker is employed one day per week to offer support and guidance. The West Sussex Continuum of Need can be located at:

<https://www.westsussexscb.org.uk/wp-content/uploads/WS31523-LSCB-MASH-Poster2018-V3-180917.pdf>

The Local Offer

The West Sussex Local Offer, details the support in the county available to help children and families.

<https://westsussex.local-offer.org/>

The SEND Information Report

The Academy's SEND Information Report, details provision for pupils with SEND.

https://www.southwaterjunioracademy.co.uk/uploads/4/1/3/4/41349885/send_information_report_2017-2018.pdf

Southwater Children and Family Centre

The centre offers advice and support for issues within the family.

Email: southwater.cfc@westsussex.gov.uk

Admission arrangements are explained in the Admissions Policy, on the website under admissions.

<http://www.southwaterjunioracademy.co.uk/admissions.html>

Access arrangements for assessments

Access arrangements for assessments are set out by the government. The Academy ensures that arrangements are carefully planned, so that children are able to show their knowledge and skills, e.g. a reader, scribe and additional time. The SENCo will carry out the necessary assessments and the class teacher and SENCo discuss and plan the appropriate arrangements for the child.

Transition

It is acknowledged that some children and parents find transition into a new school or class quite challenging and this can be particularly difficult for children with SEND.

- Transition Key Stage 1 to Key Stage 2:
The transition activities listed below are arranged with our main feeder school, Southwater Infant Academy (SIA), to ease transfer to the Junior Academy:
 - a. Prior to entry to school, a meeting is held for new parents attended by the Headteacher, class teachers and the SENCo
 - b. Meetings between the SENCos of SIA and SJA are held, to discuss needs of Year 2 pupils transferring in September, i.e. February, April, June and July
 - c. Year 3 class teachers visit SIA to meet their classes
 - d. Additional visits for selected pupils are organised and the children make a transition booklet with photographs of the school and key people

- e. Visits by Year 2 to SJA, e.g. school productions
- f. Year 2 play on the field at lunchtime on occasions in the Summer Term
- g. Year 2 come to SJA for an afternoon in July and are taught by their future Year 3 teacher
- h. Year 3 staff accompany Y2 children on a school visit to Pulborough Brooks
- Transition within school:
 - a. Additional visits to new classroom and teacher
 - b. Transition booklet with photographs of new class and key people etc.
 - c. One page Pupil Profile to pass to new teacher
- Transition within Secondary Phase:
 - a. Annual Review Meetings (Statements of SEN/EHCP) for Year 5 pupils are held in the Spring or Summer Term. Secondary school staff are invited to attend to begin transition.
 - b. Enhanced transition arrangements are tailored to meet individual needs. At least one additional visit can be made to the new high school before the main transition day for all pupils. The secondary school organises the additional visit and transition booklet.
 - c. The high school SENCo meets with the SENCo of SJA, to discuss needs of Year 6 pupils transferring in September.
 - d. The child's class teacher meets with a member of the high school staff, to discuss needs.

Managing Medical Conditions

The Academy policy on managing the medical conditions of pupils, is on the website under policies.

https://www.southwaterjunioracademy.co.uk/uploads/4/1/3/4/41349885/supporting_pupils_with_medical_conditions_sept_2014-17.pdf

SECTION 8: Supporting Pupils at School with Medical Conditions

The Academy 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. The school has a designated Medical Room with a toilet. 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.

Some may also have SEND and may have a Statement of SEN or Education, Health and Care Plan (EHCP), which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

Policies on medical conditions can be found on the Academy website under policies.

http://www.southwaterjunioracademy.co.uk/uploads/4/1/3/4/41349885/policy_-_supporting_pupils_with_medical_conditions_sept_2014-17.pdf

SECTION 9: Monitoring and Evaluation of SEND

The Academy monitors and tracks the progress of all children within the school, as described in sections 4 and 5 in this document. Below is a list of the assessments all child complete and then a further list shows the assessments children may complete in addition to assess need or monitor progress.

<u>Assessment</u>	<u>Time</u>
All:	
Reading	End of term
Writing	End of term
Grammar, Punctuation and Spelling	End of term
Parallel Spelling Test	End of Term
Maths	End of term
Additional assessments:	
YARC Reading Test	Y3 September
YARC Reading Test	December and June
Non-verbal Reading Test	Y3 November
Dyslexia Screening Test	Y3 and Y5 Spring Term
Working Memory Rating Scale	Y3 and Y5 Spring Term
Sandwell Early Numeracy Test	November and May
Speech Sounds	As required
Renfrew Vocabulary Test	As required
BPVSII Receptive Language Test	As required
Phab Test: Processing Speed	As required
Boxall Profile	November and May, or as required

There are other assessments for teachers and the SENCo to complete as required. Parent views are shared informally at Individual Learning Plan Meetings and Annual Reviews. The Academy asks parents to complete a questionnaire regarding their views on the academy and the quality of provision made for their child. Pupil views are heard and recorded on the questionnaire, as described in section 5 of this document.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 10: Training and Resources

The Academy is provided with resources to support those with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula, discussed with the local schools forum. The school has an amount identified within their overall budget, called the notional SEND budget, which enables it to provide high quality appropriate support from the whole of its budget.

The SENCo, Headteacher and Governing Body have established a clear picture of the resources that are available to the school and considered their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the Pupil Premium. Every class has an LSA in the morning for English and most have an LSA for Maths too. Some LSAs are responsible for running the interventions that occur in the afternoons.

All of our teachers are trained to work with children with SEND. Some have more experience than others in this area. All teachers have access to information, advice, resources and training to enable them to teach all children effectively. SEND training is incorporated into our whole school staff training programme. This includes training from outside agencies, such as the NHS Speech and Language Service, as well as training from within school resources and self-help opportunities.

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.

Learning Support Assistants also have access to training within the Academy, as well as opportunities to attend training provided by external agencies. Many LSAs have built up great expertise in delivering interventions, e.g. Narrative Therapy.

The SENCo offers training and advice in school, as well as sharing resources and disseminating information relating to SEND issues. Training needs are identified through professional discussions within the school and in the locality.

The SENCo attends the Annual SEND Conference, organised by the West Sussex Local Authority, in order to keep up-to-date with local and national updates. Locality Planning and Review Meetings (PARM), help the SENCo to develop her knowledge, skills and practices.

The Compass QEII Hub can provide support for our school in terms of advice, resources and training. The Academy uses a variety of services to support it's work, e.g. the NHS Speech and Language Service, the NHS School Nursing Service, a local authority Educational Psychologist, a private Educational Psychologist, a Young Carers counsellor, a Family Support and Intervention worker and can access the Children and Family Centres. The school has an experienced Learning Mentor and Pupil Premium Keyworker.

On occasions parents choose to explore a private assessment for their child. Whilst the Academy reads any reports with interest, it may not follow the recommendations or purchase suggested resources/courses/training.

SECTION 11: Roles and Responsibilities

The roles and responsibilities of key personnel for SEND are shown in the table below:

Role	Designated Person	Responsibility
SEND Governor	Beverley Winter	Meet the SENCo on a termly basis, to learn about the school's SEND provision and monitor the implementation of the SEND Policy. To check the Academy is working in accordance with the requirements of the Children and families Act 2014 and the Code of practice 2015. Keep informed of developments in SEND nationally, locally and within the school.
Lead LSA	Line managed by the SENCo, Alison Burke	The Lead LSA assists the SENCo in the organisation of interventions and ensuring LSAs have the training they need to carry out their interventions.
LSAs	Line managed by the Lead LSA	LSAs follow the intervention programmes and work towards the targets set for children with SEND, in Interventions, 1:1 or in a small group.
Safeguarding	Rebecca Toogood (Headteacher) Kim Brown (Deputy Headteacher) Alison Burke (SENCo)	To provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
Designated Teacher for CLA (Children Looked After)	Alison Burke (SENCo)	To meet with parents/carers/guardians to discuss needs and progress as required and plan and coordinate provision for children. To attend updates for Designated Teachers.
Pupil Premium Grant and Looked After Children Funding	Rebecca Toogood (Headteacher)	Provision is collated by the Headteacher from SEND and other areas of provision.
Medical Needs	Juliet Tydd (School Secretary)	To meet the medical needs of pupils in accordance with policies, e.g. supporting children with medical conditions.

SECTION 12: Storing and Managing Information

The Academy uses O-Track as its information system to monitor the progress and development of all pupils. Details of SEND, outcomes, teaching strategies and the involvement of specialists is recorded as part of this overall approach. Individual SEND files are locked in a cabinet in 'Iggy's Room'. A Provision Map for each child at SEN Support or with an EHCP, is kept up-to-date and shared with parents. This shows provision over time and is recommended if applying for an EHCP. Charts showing progress of children with SEND, useful to present to Governors or OFSTED are kept in a Pupil Progress folder, also stored in 'Iggy's Room'. Individual SEND files are sent on to the child's Secondary School at the end of Year 6.

SECTION 13: Reviewing the Policy

The Special Educational Needs and Disability (SEND) Policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

SECTION 14: Accessibility

1. Support in the classroom

Our aim is for all children to be learning independently in the classroom, reaching their full potential. All children, including those with SEND, are taught by their teacher as well as being supported by Learning Support Assistants. The aim is for a child with SEND to have sufficient support to achieve their targets, but without developing a learned dependence on an adult. Strategies such as scaffolding, visual and auditory prompts, and tactile and concrete resources enable children to gain understanding and enhance learning.

2. Interventions

The school has a range of interventions available, which are listed on a provision map. The child's profile of learning is analysed, in order for the correct intervention(s) to be selected for the child.

The SENCo monitors the success of interventions closely. Children, who are not on SEN Support may join an intervention if it is felt this will be beneficial.

3. Learning environment

All classrooms are inclusion friendly. Teachers teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD, ADHD etc. The Academy was awarded the 'Dyslexia Aware School Award' in July 2017.

The school building is 'disability friendly' in part. Two year groups are taught in ground floor rooms. One year group is taught in first floor rooms, requiring children to

use stairs. One year group is taught in outside mobile classrooms, with a few steps to gain access. There is one disabled toilet. The Academy has a medical room, which has a bed, toilet and seating. Adaptions could be made to make the building more 'disability friendly' should the need arise.

Educational visits and residential visits are part of the curriculum and all children are included. No child is excluded from an educational visit or residential visit due to SEN, disability or medical needs. For some children, it may be beneficial for the child to be accompanied by his/her parent.

The Academy's Accessibility Plan can be found on the website, under policies.

https://www.southwaterjunioracademy.co.uk/uploads/4/1/3/4/41349885/accessibility_plan_2018-19.pdf

4. Access to extra-curricular activities

All our children have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Adjustments and adaptions are made to suit the learning and physical needs of the children, as appropriate.

5. Contacts

Enquiries about a child's progress need to be addressed in the first instance to the child's teacher. Teachers are available to discuss concerns with parents and appointments are advisable, by speaking to the teacher directly. Further enquiries can be addressed to Mrs. Alison Burke (Coordinator of SEND and Inclusion). Requests at the school office will be followed up by the SENCo, who is at the Academy Mondays to Fridays.

SECTION 15: Complaints

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Any concerns should be brought to the attention of the class teacher and/or SENCo and Headteacher. All complaints are taken seriously and solutions sought but if the problem is not resolved satisfactorily, the complaint will be heard through the school's complaints policy and procedure. The Complaints Procedure is on the website.

https://www.southwaterjunioracademy.co.uk/uploads/4/1/3/4/41349885/complaints_2016-18.pdf

SECTION 16: Bullying

All children's behaviour is responded to consistently in line with our Behaviour Policy. The school has a zero-tolerance approach to bullying and our children with SEND are carefully monitored. Allegations are actively investigated, and if there is cause,

work begins with the parents, the bully and victim to improve social skills and resolve issues.

The Academy has a section on its website on Anti-Bullying.

<http://www.southwaterjunioracademy.co.uk/anti-bullying.html>

The Anti Bullying Policy can be found on the Academy website, under policies.

https://www.southwaterjunioracademy.co.uk/uploads/4/1/3/4/41349885/anti_bullying_2016-18.pdf

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.’ (Code of Practice 2015)

Date completed: November 2018

Completed by: Alison Burke (Coordinator of SEND and Inclusion)

Review date: November 2019