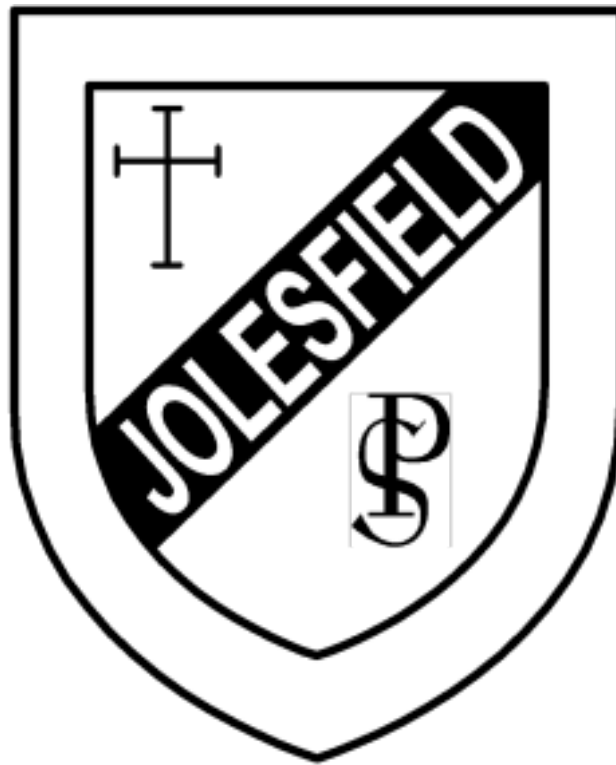


**JOLESFIELD CHURCH of ENGLAND
PRIMARY SCHOOL**



**Special Educational Needs and Disabilities
(SEND) Policy**

Agreed at FGB: 23rd January 2024
Effective: January 2024

Chair of Governors : S.Crute
Headteacher: V. Price

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1. Definition

'A pupil or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them ... if 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.'
(SEND Code of Practice 2014)

2. Vision and Values

To create an inclusive Christian community where children develop a love of learning, grow into confidence and flourish.

Jesus said: "I have come in order that you might have life - life in all its fullness." John 10:10

We are proud to be a Church of England primary school and our vision is firmly based upon the Christian principle of 'life in all its fullness'. At Jolesfield, we believe that as children of God we are all valued and that a happy child is a learning child. We pursue academic rigour and excellence in all we do to enable the whole school community to flourish.

We ensure that we celebrate achievement in all of its forms, as well as the effort that goes into making progress. We work hard to cultivate a love of learning and self-belief that enables everyone to take risks and 'have a go', growing in confidence without fear of failure so that they can flourish.

Our Core Values:

- Thankfulness
- Respect
- Team Work
- Positivity
- Kindness

3. Aims

At Jolesfield CE Primary School, we want our children to become willing, independent learners through a trusting partnership between school, families and the wider Partridge Green community.

- Every child should have the opportunity to achieve his/her potential.
- All pupils are entitled to a broad, balanced and differentiated curriculum ensuring progression and continuity. The National Curriculum is the means by which this is achieved.
- The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs.

- We will endeavour to ensure that the pupils with SEND will be fully involved in all aspects of the life of the school and have an equal voice.

4. Objectives

All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this policy, we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

At Jolesfield, we:

- work within the guidance provided in the SEND Code of Practice 2014;
- seek to identify the needs of the pupils with SEND as early as possible;
- monitor the progress of all pupils in order to aid the identification of pupils with SEND;
- make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum;
- provide support and advice to all staff working with SEND pupils;
- provide a SENCo who will ensure the implementation of the SEND Policy;
- work with parents to gain a better understanding of their child and involve them in all stages of their child's education;
- work with and in support of outside agencies when the pupils' needs cannot be met by the school alone;
- create a school environment where pupils can contribute to their own learning.

5. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

6. Roles and Responsibilities

The Governing Body has a responsibility to ensure that the relevant provisions of the Acts of Parliament are implemented.

The named Governor with responsibility for SEND is Mrs Emma Greenland. The SEND Governor will maintain oversight, and monitor identification, provision and effectiveness through regular liaison with the SENCo.

The ownership of the SEND policy is with the Governing Body.

- Determines the school policy and approach to provision for SEND;
- Establish the appropriate staffing and funding arrangements;
- Will ensure that the SEND pupil joins in the activities of the class together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special education provision and considering the efficient education of other children in the school and the efficient use of resources;
- Will maintain a rigorous approach to monitoring and evaluation of SEND support provided.

The Headteacher's responsibilities are to ensure that:

- This SEND policy is implemented;
- The Code of Practice procedures are properly followed;
- Training arrangements are made where applicable;
- Resources are allocated for children with SEND;
- Support is given to the SEND Governor and SENCo;
- An effective partnership between parents and staff is in place;
- Resource requirements to meet the needs of pupils with SEND are established;
- The Governing Body is informed of current issues and provision.

The SENCo's responsibilities are:

- Overseeing the day to day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND;
- Liaising with early years providers, other schools, 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;

- Liaising with potential next providers of education to ensure the pupil and their parents are informed about options and a smooth transition is planned;
- Working with the headteacher and the governing body 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 SEND up to date.

The class teacher has ultimate responsibility for each child's education within his/her class.

The class teacher will:

- Plan and monitor the work of children with SEND in conjunction with the SENCo and/or other relevant professionals;
- Work with parents and the SENCo to produce a pupil passport for every child on the SEND register;
- Work with parents and the SENCo to write a learning plan for children with an Education, Health and Care Plan or if they have multiple agencies supporting them
- Attend Pupil Progress Meetings and work with Inclusion Coordinator to determine the level of support required for children with SEND (e.g. 1:1 or group interventions)

Teaching & Learning Assistants (TLA's including HLTAs) have responsibility for:

- Working with children on the SEND register;
- Assisting the class teacher and Inclusion Coordinator in the implementation of individual programmes of support and/or group interventions;
- Liaising with class teachers, Inclusion Coordinator and other colleagues as appropriate;
- Record keeping to inform the Class teacher, and Inclusion Coordinator for termly reviews and provision maps;
- Attending meetings and training as directed by the Headteacher or SENCo.

7. The Graduated Approach

We have a clear approach to identifying and responding to SEND.

- Identification
- SEND Support
- Education, Health and Care Plan

A. Identification

“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” (p.82 SEND Code of Practice 2014).

The Code of Practice does not assume that there are hard and fast categories of special educational need but recognises those children’s needs and requirements fall into four broad areas;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional or Mental Health
- Sensory and/or Physical

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. The Senior Leadership Team (SLT) closely monitors the quality of teaching for all pupils. Feedback is given to improve teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from Teaching Assistants.
- The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through termly assessment meetings attended by the SENCo & class teachers it can be determined which level of provision the child will need going forward. · If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being a concern due to information received from parents or teachers. This does not automatically place the child on the school’s

SEND register. Any information will be discussed with parents informally or during parents evenings.

- Teachers will use high quality and accurate formative assessment using effective tools and early assessment materials.
- Where teachers and the SENCo, in consultation with parents, identify a higher level of need, specialised assessments from external agencies and professionals may be sought.

B. SEND Support

When it is determined that a pupil does have SEND, parents will be formally advised of this and they will be added to the SEND register and the child will be deemed as a pupil requiring SEND support. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Reviews with the child and their parents will take place three times a year with the class teacher and/or SENCo.

C. Education, Health and Care Plan (EHC Plan)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken as soon as this level of need is identified.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers

- Inclusion Leaders
- Specialist Education Agencies, eg Educational Psychologist
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found on the West Sussex Local Offer website or by contacting the West Sussex SEND Information Advice and Support Service.

Following Statutory Assessment, an EHC Plan will be provided by West Sussex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan.

8. Parents as Partners

Close partnership with parents will enable home and school to work in co-operation for the benefit of the child.

- It is the school's policy to involve parents in all aspects of their children's education. There is regular informal contact between parents and the class teacher and parents are encouraged to see the class teacher if they have any concerns. They are also invited to make appointments with the Headteacher or Inclusion Coordinator if appropriate.

Parents have responsibility for:

- Ensuring their children attend school regularly and punctually;
- Informing the school of any problems or concerns;
- Supporting school policies;
- Helping their child with school routine e.g. ensuring the child has necessary equipment;
- Helping their child at home with any specific tasks in consultation with the class teacher or SENCo;

- Meeting home based targets as agreed on their child's Learning Plan;
- Attending termly review meetings to update the Learning Plan;
- Attending other meetings as required by the Headteacher or Inclusion SENCo in relation to their child's Special Educational Need.

There are regular parent consultations throughout the academic year and the SENCo and Headteacher are available to discuss individual concerns.

Parental consent is sought for requesting advice or assessment from outside agencies. The findings of external agency assessments are always discussed with parents before any further necessary action is taken.

In some cases e.g. behaviour difficulties, parents are invited into school to discuss their child's needs at regular intervals. Parental rights and associated responsibilities as defined by the law are acknowledged.

9. Pupil Participation

Where appropriate pupils will be involved in:

- Creating and updating their pupil passport;
- Reviewing targets for their Learning Plan (if they have an EHC Plan or multiple agencies involved);
- Review meetings.

10. Disability Discrimination

We will take reasonable steps to ensure that we do:

- not treat disabled pupils less favourably, without justification, than pupils who are not disabled;
- plan strategically and make progress in increasing physical accessibility to school premises and to the curriculum.

Please refer to the school's Equality Policy for further information.

11. Curriculum provision

Pupils with SEND will be supported to access the National Curriculum through the specialist SEND provision provided by the school as is necessary, and as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary.

However, there may be times where it is more appropriate for a child to attend an intervention group that takes place outside of the classroom or in the Woodland Room. This

will be recorded in a termly provision map and progress will be monitored closely. Interventions will be regularly discussed at termly SEN meetings between the SENCo and class teachers.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the locality of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

12. Annual Review

Parents of children with an Education, Health and Care Plan will be informed as far in advance as possible of the date of their child's annual review meeting. They will be informed of the agencies invited to attend the review and asked if there are any additional persons that they wish to make a contribution to their child's review or attend with them. This might include professionals, a family friend or a translator if English is not their first language.

Professionals invited to the review will submit a written report and the school will provide written advice summarising the child's progress. The child will also complete a 'Pupil Views' Poster and will attend part, or all, of the review meeting, as appropriate.

All members of staff who work with the child, including the Headteacher, will be invited to attend the review. The SENCo will usually chair and minutes the meeting. A full report of the discussions and outcomes will then be sent to the Local Authority (LA).

These procedures are set out in the West Sussex County Council (WSCC) Handbook for Special Educational Needs.

13. Work with Other Professionals

We work closely with many other agencies including:

- Autism & Social Communication Team (ASCT)
- Learning & Behaviour Team (LBAT)
- Child Development Centre at Worthing Hospital
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- Occupational Therapy Service
- Physiotherapy Service
- School Nurse

- Sensory Support Team
- Social Services
- Speech and Language Therapy Service
- Ethnic Minority & Traveller Achievement Service (EMTAS)

14. Links with Other Schools

The Inclusion Coordinators/ SENDCOs of the locality schools meet every half-term to discuss relevant issues, share ideas and expertise.

15. Transition Arrangements

Arrangements to support pupils with SEN moving into the school or moving to a different school.

For some children a more specialist setting may be more appropriate to meet their needs. If a child is joining Jolesfield CE Primary or moving to another primary, a specialist setting or onto secondary school and has significant additional needs, an individualised programme will be developed taking into account the most successful way to meet the child's needs upon transition. Staff will have a meeting usually involving parents / carers and staff from their new school. The child may also be involved in this meeting. A plan will be created and implemented; this could include extra visits to their new school, visual images of their new school before transferring and staff from their new school visiting the child while they are still at Jolesfield CE . Staff at Jolesfield CE will discuss the needs of children with SEND with their named secondary school during the summer term.

When moving to another year group, staff will have a transition meeting in the second half of the summer term to discuss each child's needs. All SEND paperwork will be passed on. A meeting involving the current teacher, parents, carers and next year's teacher may be arranged if appropriate. Some children may require more than one visit to their new classroom or to meet their new teacher alongside other strategies such as those mentioned in the previous paragraph in order for them to make the transition as successful as possible.

16. Complaints Procedure

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by West Sussex LA but

operates independently. They can provide a quick and non adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures, this information can be found on the school website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the West Sussex SEN team. Parents will be contacted directly to receive information about the mediation services available.

17. Anti-Bullying

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils, including those with SEND are encouraged to share any concerns with a trusted adult, including members of the headship team. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

18. Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils with disabilities.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan forms part of the Equality Information and Objectives Policy which can be found on the school website.

19. Funding

The school is allocated a proportion of its budget to support children with SEND. The budget is determined by the needs of the children and then divided up between staffing and resources. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (high level needs HLN) is retained by the Local Authority. Individual applications are referred to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the

threshold for this funding. It would then be the responsibility of the Inclusion Coordinator, SLT and the Governing Body to agree how the allocation of resources is best used.

20. Inclusion

‘There is a clear expectation within the 1996 Education Act that pupils with SEND will be included in mainstream schools’.

At Jolesfield CE Primary School we are committed to including and providing for all pupils identified as having SEND, enabling them to access a full and balanced curriculum. Please see the Inclusion Policy for further reference.

21. Annual Review

This policy has been revised in accordance with the SEND Code of Practice (2014). It takes account of the code for Disability Discrimination and issues of inclusion. Teaching staff and Governors have been consulted. The policy will be reviewed annually or in response to changes in legislation. The review will be initiated by the SENCo as part of the school review cycle.

Colin Brookes, Special Educational Needs Coordinator - Policy to be reviewed annually

22. Glossary

SEND: Special Educational Need including Disability

Code of Practice (CoP): the SEND Code of Practice 2014 provides practical advice to Local Education Authorities, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for children's special educational needs. The guidance refers to Part 3 of the children and Families Act 2014

SEND Support: A pupil that is placed on the SEND register, identified with having SEND with one broad area of need. Outside agencies may be involved.

Education, Health and Care Plan (EHC Plan): is a document that outlines the provision required to meet the needs to support a child with Special Educational Needs.

Annual Review: the review of an EHC Plan which a LA must make within 12 months of issuing the Education, Health and Care Plan or, as the case may be, of the previous review.

Teaching Assistant (TA): a widely used job title for an assistant providing in-school support for pupils with special educational needs and /or disabilities.

SEND Co- ordinator (SENDCO): member of staff of a school or early education setting who has responsibility for coordinating SEND provision within a school.

Pupil Passport: A Pupil Passport is a summary document about a child contained on one page. They are a very child centred approach.

Learning Plan: A Learning Plan is a document that sets out short-term targets that will help a child with SEND make progress. These are set termly and reviewed with the parent, and where appropriate, the child.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and Families Act 2014.

It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum Teachers Standards 2012
- Working together to safeguard Children (2013)
- West Sussex's local offer for SEN

Appendix 2: Links with Local and National services and organisations to support implementation of the SEND policy.:

West Sussex Educational Psychology Service	Tel: 01903 839 308 Email: cate.mullen@westsussex.gov.uk Website: https://bit.ly/2W2Z7Kg
West Sussex CAMHS	Tel:03003 040 100 Website: http://www.sussexpartnership.nhs.uk/CAMHS
Occupational Therapy	Tel:01903 286 710 Email: sangster2@nhs.net Website: http://www.sussexcommunity.nhs.uk/
Children's Physiotherapy	Tel:01403 227 000 Email: sandra.speller@nhs.net Website: https://www.sussexcommunity.nhs.uk/
Community Paediatricians	Tel: 01273 696 011 Website: https://bit.ly/2xfdcMd
Sensory Support Team	Tel: 01903 270 430 Email: Sensory.support@westsussex.gov.uk website: https://schools.westsussex.gov.uk/Services/6035
West Sussex Early Help	Website: https://bit.ly/2yNGwK4
Learning and Behaviour Team (LBAT) Social Communication Team	Email: SchoolsABC@westsussex.gov.uk Website: http://schools.westsussex.gov.uk/Services/3144

Fair Access	Email: acdexclusions@westsussex.gov.uk Website: https://westsussex.local-offer.org/services/551
SENDIAS (SEND support for parents and carers)	Tel: 0330 222 8555 Email: send.ias@westsussex.gov.uk Website: https://westsussexsendias.org/
Council for Disabled Children	Tel: 0207 843 1900 Website: www.councilfordisabledchildren.org.uk