

Pixmore

Junior School



<u>Name of policy:</u>	Special Educational Needs and Disabilities
HCC model policy reference no (if applicable)	
<u>Approved by:</u>	Caroline Nicholson
On behalf of School Improvement/Resources Committee:	Caroline Nicholson
Date:	August 2022
On behalf of Governing Body:	Caroline Nicholson
Date:	September 2022
<u>Date of next review:</u>	Autumn Term 2023

Include, Achieve, Inspire

Pixmore is a happy and safe school where we:

Respect ourselves and others

Embrace individuality

Celebrate culture and diversity

Inspire a love of learning

Introduction

At Pixmore Junior School, we recognize every child as an individual, taking account of individual needs and making necessary adjustments wherever possible to remove any barriers to learning and participation.

We take safeguarding very seriously and all of our policies give high priority to children's safety and well-being, and take account of our safeguarding procedures. We recognize that children with special educational needs and disabilities can be particularly vulnerable, and take account of this when planning their support and care.

All of our school policies are interlinked. In particular, the SEND policy is linked to our policies for Behaviour for Learning, Anti-bullying, Equality, Medical Needs, Curriculum and Assessment. The needs of children with additional educational needs and disabilities remains an on-going focus for our self-evaluation and development plans. This includes regularly reviewing our practice using evidence-based research, including that produced by the Education Endowment Foundation. In considering our progress towards improving our provision for children with special educational needs, we take account of the views of our children, their parents, staff and other school users, who were consulted during the production of this policy.

This SEND policy complies with the 2014 Children and Families Act and the SEND Code of Practice: 0-25 Years (2014), specifically Section 6 relating to school provision, together with the Equality Act 2010.

Defining SEND

The 2014 Code of Practice states 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.** (SEN Code of Practice: 0 to 25 Years , Introduction xiii and xiv, 2014)*

Equal Opportunities:

Valuing diversity is central to achieving the overall aim of Pixmore School to provide every child with equity of opportunity to succeed.

In accordance with the school's commitment to equal opportunities, children with additional needs at Pixmore Junior School will be given full access to the National Curriculum unless their needs are such that they are following a bespoke curriculum according to their stage of development and specific SEND needs. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age, ability or disability. This means that they will be educated alongside their peers in the classroom, with some additional support where necessary, either individually, or in a small group, either in class, or a suitable area outside of class.

Pixmore Junior School is fully committed to safeguarding and promoting the welfare of all its pupils (Keeping Children Safe in Education September 2022). As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. Our staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We celebrate diversity and believe that this diversity enriches the life of our school community. (Anti-radicalism Statement)

The SEND team at Pixmore Junior School

- Enquiries about an individual child's progress should be addressed at first to the class teacher since they are the person in school who knows your child best. The best way to contact your child's class teacher is by email to: schoolteachers@pixmore.herts.sch.uk – please include your child's initials and their teacher in the subject heading
- Other enquiries can be addressed to our SENCo, Mrs. Sue Willans by calling the school office on 01462 620555, or by email to: suewillans@pixmore.herts.sch.uk
- Our governor for SEND is Mrs. Caroline Nicholson, who can be contacted via the school office. They can also be contacted if there are any aspects of your child's provision or care which you are concerned about.

There are four broad categories of SEND under the Code of Practice for SEND (2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory needs

At Pixmore, we support children with additional needs across the four areas, and the needs of children joining our school have increased in complexity over time.

We aim to:

- Work more closely with parents where their children have additional needs to ensure that we take into account the child's own views and aspirations and their parent's experience of, and hopes for, their child. Parents are involved in reviewing SEND provision for their child.
- All teachers at Pixmore School are teachers of children with special educational needs. Therefore, we believe that all children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level that allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

- Any child may require SEN Support at some time in their schooling. For some children, for example those with a physical disability, this will require SEN support throughout their life in school. However, for others their additional needs may only be for a short period of time. Our continual cycle of assess, plan, do, review enables us to determine whether a child needs to continue receiving additional support.

SEND at Pixmore Junior School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively through the implementation of reasonable adjustments to remove barriers to participation and enjoyment of learning
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and carers
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- 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

- 20% of children at Pixmore School have special educational needs (SEND) (National average 12.6% June 2022, up from 12.2% in June 2021); 17% of this group of children have Education, Health and Care Plans (EHCP) (September 2022).

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2021-22>

- In addition, we have 2 students who have Local High Needs Funding related to their additional needs and for whom applications are being made for needs assessments, and 2 further students who have medical needs funding linked to their needs. This funding is used to ensure that these children have the support they need to enable them to be access the curriculum with their peers.
- All teachers expect to have children with SEND in their classes and are teachers of children with special educational needs and disabilities.

We make additional provision for all children with SEN, including children with a diagnosis, as well as those with learning profiles consistent with the diagnosis relating to:

Communication and Interaction

- autistic spectrum conditions (ASD)
- speech, language and communication difficulties

Cognition and Learning

- specific learning difficulties (SpLD) e.g dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, processing difficulties

Social, Emotional and Mental Health

- ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Hearing impairment
- Visual impairment
- Sensory processing difficulties

Medical Needs

- Epilepsy, bowel disorders e.g. colitis, and diabetes, allergies (some potentially life threatening), sickle cell anaemia

Identifying children with additional needs:

Children with SEND are identified as part of our overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching this is discussed with the SENCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning, both in terms of progress and how they learn. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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

A child who is working below the level of their peers is not necessarily a child with SEN. Children develop at different rates and teachers differentiate across the spectrum of needs. We have high aspirations for all children and ensure that teaching and learning is matched to the needs of each child. However, if a child does not make expected progress from their starting point, and does not respond to additional support after one term, parents will be consulted about additional assessments to establish why this might be and the child may be placed on the SEN register.

The SENCo will work closely with parents, class teachers and any external professionals involved with the child, to create an action plan that will define the additional support agreed, together with targets and progress review timescales.

Although the school can identify special educational needs, and make provision to meet those needs, we do not make diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. Our SENCo can support parents during this process.

Working with Parents and Children:

We value parent's knowledge of their child and adopt an open door policy to encourage parents to discuss any concerns they may have about their child's progress. We are particularly mindful of the fact that out of school factors contribute towards a child's progress and that there may be times when additional support may be required which is additional to or different from that being offered to other children.

This may require SEN support, but it may be more appropriate to work with parents on a more regular basis. Our key worker, Mr. King (Year 3), Miss Hammett (Year 4), Mrs. Connor (Year 5) and Miss Budd and Mrs Dougherty (Year 6) work with families who need extra support in liaison with the SENCo, Mrs. Willans.



Once a child has been identified as having SEND, the class teacher, in liaison with the SENCo, will invite the parents to a meeting to:

- discuss assessments that have been completed
- agree a plan and provision for the next term as part of the graduated approach cycle of 'Assess, Plan, Do, Review', as set out in the Code of Practice (2014)
- Depending on their age, and their interest, the child may be invited to attend all or part of the meeting
- Records are kept of these meetings and copies are available to parents
- Thereafter, parents and their children (if appropriate) are invited to a meeting at least each term to review progress made, and discuss provision for the next term
- Annually, a one-page-plan is completed to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and acts as a guide to their class teacher. The information may be updated during the year

Moving to an Education and Health Care Plan (EHCP)

If a child does not make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's progress and attainment are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan as schools are able to support their learning as part of Quality First Teaching in most cases.

Additionally, children for whom English is not their first language are not regarded as having SEN unless there are additional indicators of either a pre-existing disability which falls under one of the defined categories, or evidence to suggest that SEN provision is required.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan, which will record the decisions made at the meeting. This plan will be reviewed annually.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional teaching assistant support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. We employ a range of strategies and

Targets for children at SENS are deliberately challenging in an attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are planned in six week blocks
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to start a new intervention, or to allow a period of consolidation in class

Cycles of intervention follow the assess, plan, do, review protocol set out in the Code of Practice for SEND 0-25 (2014). The SENCo monitors interventions to identify 'what works' using value for money principles and information from the Education Endowment Foundation.

We follow a core set of principles when planning support for children with additional needs, based on the Education Endowment Foundation 'Five-a-day', which focusses on the importance of adjustments in the classroom supported by quality first teaching. The full report can be accessed below, and the summary is below.

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1635355222

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.



Adaptations to the Teaching and Learning Environment for children with SEND

Pixmore is a disability friendly school. The school is on one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. A wheelchair audit in August 2017 identified the need for minor alterations to facilitate free passage around the school for wheelchair users.

Other adaptations to the physical environment will be made, as appropriate and reasonable, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. It is good practice to support all children but is vital for those who have particular needs that create barriers to their enjoyment and engagement in the curriculum. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas, supporting children in recognizing their individual strengths. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources, including ICT.

In addition, we seek support from external professionals as necessary to provide advice and additional resources, particularly for children who have more complex difficulties, including those with hearing and visual impairments, or a specific medical need.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs, which further develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. As necessary, a risk assessment may be carried out to ensure that any additional support can be put in place to accommodate individual needs.

Staff Expertise

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites and INSET opportunities.

- Our SENCo has completed ELKLAN L3 training, to support children with speech, language and communication difficulties. In 2022, one of our TAs will be completing ELKLAN L3 to support the higher numbers of children in the school with SLCN in the current cohort
- Two TAs have expertise and training in other areas or specific interventions, particularly specific learning difficulties (SpLD), such as dyslexia.
- We also have a Behaviour Support Team; our Key Workers have additional, specialist knowledge of strategies to support young people with emotional and behavioural difficulties. All TAs work with children with SEN and disabilities and are offered training to support them in managing additional needs. Two support staff have completed a paediatric first aid course.

- We work closely with local providers to access support for children with social, emotional and mental health needs and attach high importance to these aspects of children's well-being and impact on their learning and engagement. One of our key workers has additional training through our local service provider and is our NESSIE lead (North Herts emotional health in schools service).
- Our SENCo leads on support for children with an Autism Spectrum condition (ASC). She attends local training and forum events to ensure school staff have the most up-to-date information and advice in this area of need linked to children's emotional well-being.

The SENCo holds the National SENCO Award, Autism Foundation Module qualification, OCR L5: Working with Children with Specific Learning Difficulties, and has an MA in Equality and Diversity. She works closely with this group of staff to ensure that information is shared and that training is offered to support them in their roles.

If we need additional support, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers for speech and language, social, emotional and mental health difficulties, communication disorders and physical and neurological difficulties.

Children with social, emotional and mental health needs:

Difficulties with behaviour are not an area of need classified as a SEN. The new code of practice for SEND (1915) states that unwanted behaviour is generally the result of another aspect of SEN and should be regarded as part of this other area, rather than a standalone aspect of a child's profile. We believe that behaviour is a form of communication and that unwanted behaviour results from unmet needs that need to be identified. The class teacher, working with the SENCo, will assess the child's needs, taking into account family circumstances and the child's known history and experiences.

We adopt an holistic and nurturing approach to behaviour management at Pixmore School, and work with families to remove any barriers to learning that may be linked to children's emotional response in school. Our Behaviour for Learning Policy (2022) sets out the way we work, which includes a focus on positive behavior management using the Hertfordshire Steps approach, which all staff are trained in. Our practice in relation to behavior incorporates advice and guidelines by Paul Dix to provide a consistent way of working across the school.

If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we can work with families to offer additional support. Our Family Support Worker, Mrs. Connor, or our SENCo, Mrs Willans, will work with the family to offer timely and early support.

If parents and school are concerned that a child may have mental health needs, we encourage them to ask their GP for a referral to CAMHS or Step2. If the child is believed to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

We also have a number of staff trained in Protective Behaviours, who act as mentors for some of our children.

The school has a zero-tolerance approach to bullying (see our Anti-bullying Policy 2022 for details), especially towards children with SEND and disabilities. We will actively investigate all allegations and work with both the bully and the victim to develop their social skills. We are aware that children with SEND are particularly vulnerable to bullying and often struggle to articulate what is happening. This aspect takes high priority within our enforcement of anti-bullying procedures, with both staff and pupils being supported in identifying situations where vulnerable children may be subjected to bullying and of the importance of reporting this as a matter of urgency.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the infants- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where their pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Observations in their current class by the SENCo and/or prospective class teacher to include a discussion with their current teacher and the SENCo at the feeder school.

Transition to Secondary School

Transition reviews for Year 6 pupils with EHCPs are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition support may be arranged at these reviews e.g. extra visits, travel training etc. in negotiation with our local secondary schools, parents and carers.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is **Caroline Nicholson**. They meet with the SENCO at least termly to discuss actions taken by the school. Both the SEN Governor and SENCo report termly to the Governing body on SEN matters.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure, which are available on our website.

Hertfordshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Please see the Hertfordshire local offer at:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Sue Willans, August 2022

Review September 2023