

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy was approved by the Local Governing Body on:-	28.01.25
The policy owner is:	Firside Junior School
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	1 Year
Policy Version:	
Signed by the Chair of the Local Governing Body:-	<i>A P Goodson</i>
Ratified by the Board of Trustees	
Signed by the Chair of Trustee Board	<i>J Smith</i>

Introduction

Our SEND policy outlines the framework for Firside Junior School to meet its duties and obligations to provide high quality education to all pupils, including pupils with special educational needs and/or disabilities.

Firside Junior School works with the Wensum Trust and Norfolk County Council within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN
- Successful preparation for adulthood and well planned transitions for the future

All pupils with SEND must have their needs identified and addressed through a broad and balanced education. It is class teachers, the SENCO and senior leadership team's responsibility to ensure that this happens. We do this by adhering to the [SEND Code of Practice](#) (2014), detailing our [school provision and offer](#) on our website and ensuring we meet our responsibilities outlined in the [Norfolk SEND Local Offer](#).

Aims

We aim for all our children to become happy and confident learners. In order to do this, children need to be successful in their learning.

We do this by:

- continually assessing and monitoring children's learning in order to provide a range of carefully chosen differentiated activities matched to the child's level
- fostering effective liaison within school, with parents and outside agencies in order to fully meet the individual needs of each child
- creating a fully inclusive school culture in which all members see themselves valued for the contribution they make
- raising the aspirations and expectations for all children with Special Educational Needs and Disabilities
- making sure the SEND policy is understood and implemented consistently by all staff

Legal Framework and Compliance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) (and related regulations) which sets out School's responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#) which set out schools' Responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and The SEN information report

The guidance in the SEN Code of Practice covers in detail:

- Statutory duties for schools in identifying and assessing pupil need
- Definitions of the four identified areas of SEND
- Education Health Care Plans (EHC) including needs assessment requests, annual reviews and disagreement resolution.
- Transition planning when moving between phases, key stages and classes
- Requirements for the Local Offer

Definitions

A pupil is described as having Special Educational Needs or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is *additional to, or different from*, that made for other children or young people of the same age by mainstream schools

Roles and responsibilities

SENCO Roles and responsibilities

The Special Educational Needs and Disabilities Coordinator (SENCO) at Firside Junior School is Mrs Jacqueline Harris. She can be contacted by email: senco@firside.norfolk.sch.uk or by telephone: 01603 426550.

The SENCO will:

- Hold Qualified Teacher Status (QTS)
- Hold or attain the [National Award for SEN](#) within three years of beginning the SENCO role.
- Work with the headteacher and named Governor for SEND to determine the strategic development of the SEND policy and provision in the school
- Have responsibility for the operation of this policy and the coordination of specific provision made to support individual pupils with SEND
- Provide guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Produce and update the school's Special Educational Needs and Disabilities Policy and the annual [SEND Information Report](#) for review by the Headteacher and Governing Body
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Work as part of the senior leadership team to plan, evaluate and develop the strategic development of the SEN provision in school
- Be the point of contact for external agencies, especially the local authority and its support
- Ensure the school keeps the records of all pupils with SEND up to date

Governing Body roles and responsibilities:

The named SEND governor for Firside Junior School is Mr Peter Balcombe

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Headteacher roles and responsibilities:

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Make sure SENCOS have enough time to carry out their duties
- Work with the SENCO and SEND link governor to determine the strategic development of

the SEND policy and provision within the school

Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teacher roles and responsibilities:

Class / subject teachers will:

- Plan and provide high quality adaptive teaching that is differentiated to meet pupil needs through a graduated approach
- Be responsible for the progress and development of every pupil in their class
- Work closely with any EPAs/EPLs or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Work with the SENCO to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they follow this SEND policy and the SEN information report
- Communicate with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil
- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves
- Use appropriate assessment to set targets which are ambitious
- Respond to the diverse learning needs of pupils in their class and strive to ensure that barriers to learning are identified and overcome
- Ensure all steps in this policy are adhered to for pupils they are responsible for

Support staff roles and responsibilities:

Support staff will:

- Work under the direction of the class teacher, SENCO, SLT to ensure all steps in the policy are adhered to.

Types of SEN:

The [SEND Code of Practice 2014](#), pages 97-98, identifies four broad areas of SEN need. It states *"These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time."*

Firside Junior School currently provides additional and/or different provision across all four broad areas of need:

- **Communication and interaction**, for example problems communicating through speech, such as difficulties finding the correct language to express thoughts and ideas that they are having or difficulties and delays in understanding or responding to verbal cues from others. This can also include social and communication difficulties caused by autistic spectrum disorder.

- **Cognition and learning**, for example dyslexia, developmental coordination disorder (dyspraxia) or dyscalculia. Other children identified as having Cognition and Learning Needs may have more general learning difficulties or disabilities. These are known as global difficulties and include moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD).
- **Social, emotional and mental health (SEMH) difficulties**, for example anxiety, attachment disorders or difficulties caused by trauma. Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may struggle with their attention and find it difficult to concentrate on tasks. For some children, their emotional needs may impact their learning.
- **Sensory and/or physical needs** Some examples of sensory and physical needs include hearing impairments or visual impairment which is defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery. Children with sensory processing difficulties may be [sensory avoiders, or sensory seekers](#). This can result in them avoiding certain experiences or becoming anxious or overwhelmed by sensory input. Sensory processing issues are particularly common among Autistic pupils, and providing a learning environment that meets these needs will enable pupils to learn more easily and improve wellbeing

Identification of pupils with SEND and assessing their needs:

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

The assessment will be reviewed regularly.

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not only their SEND.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon
- Highlight the child or young person's strengths and capacities
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future

- Ensure everyone understands the agreed outcomes sought for the child
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together on a consistent and co-operative approach.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a half termly basis
- Listening to the child
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education Healthcare plans.

Staff Training

Our SENCo is in her third year in this role and has worked as a fully qualified teacher across KS2 since 1996, and at Firside Junior School since 1997. She has completed the National Award for SEN.

The SENCo is allocated 2.5 days a week to manage SEN provision at Firside Junior School.

We have a team of 10 Education and pastoral assistants (EPAs) and one Education and pastoral Lead (EPL). In the last academic year, staff have been trained in RWI (Read, Write, Inc) and Lego therapy. We currently have 1 member of staff trained in ELSA (Emotional Literacy Support Assistant) and 2 more to become trained.

The Wensum Trust appointed Rachel Wilson, an Educational Psychologist to work strategically with SENCOs across the Trust.

We use the Wensum Trust appointed Speech and Language Therapist, Zoe Lown at Communicate, to assess children where there are concerns about a child's speech and language development, alongside the NHS provision from the NHS.

Funding

Firside Junior School will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils. Where identified, schools will apply for additional funding.

Personal budgets are allocated from the local authority's high needs funding block and Firside Junior School will continue to make SEN provision from its own budgets, even where a pupil has an EHC plan.

Local Offer

Firside Junior School will fully cooperate with the local authority and local partners in the development and review of the local offer.

External Support Services

The relevant class teacher or SENCO, in consultation with parents, will consider seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum or levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

Education, Health and Care (EHC) plans

Firside Junior School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan. The school will consider any child that names the school in an EHC plan.

The school will ensure that all those teaching or working with a child named in an EHC plan, are fully aware of the pupil's needs and planned outcomes and the arrangements that are in place to meet them.

The school will request a re-assessment of an EHC plan annually following an initial assessment, if a pupil's need significantly changes. The school will also cooperate with parent requests for an emergency annual review.

Reviewing an EHC plan

Firsides Junior School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting
- Cooperate with the local authority during annual reviews
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting
- Ensure that a review of a pupil's EHC plan is undertaken within the local authority time frame, annually for pupils in KS2

SEN and Disability Tribunal

Firsides Junior School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

Complaints

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Further Support for parents and carers of children with SEND

Parents, carers and family members of children with SEND are offered free, confidential and impartial advice and support from [Norfolk SENDIASS \(Special Educational Needs & Disabilities Information, Advice and Support Service\)](#). This includes advice on health and social care, as well as education. They can be contacted by phone 01603 704070 or email norfolksendiass@norfolk.gov.uk

Monitoring

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board before publication.

Appendices - please read this policy with reference to the following:

- Firside Junior School SEND Information Report (available on the school website):
- <https://www.wensumtrust.org.uk/firsidejunior/information/send>
- Admissions Policy
- Positive Behaviour and Emotional Regulation Policy
- Bullying Policy
- Complaints Policy
- Equality Policy
- Equality Act 2010 Advice for Schools
- Reasonable Adjustments for Disabled Pupils 2012
- Supporting Pupils at School with Medical Conditions 2014
- Special Educational Needs and Disability Code of Practice 2014
- GDPR and Data Protection Act 2018
- Keeping Children Safe in Education 2021
- Accessibility plan