



**Special Educational Needs and Disabilities Policy**  
**St Margaret's Junior School**  
**(Version 3.0)**  
**December 2023**

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## 1. CONTEXT

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years (2015)
- This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010

<b>Governor responsible for SEND:</b>	Sheila Bloomfield
<b>Headteacher:</b>	Sam Malyn
<b>Special Educational Needs Coordinator (SENDCo):</b>	Harley Bowskill
<b>SENDCo Qualifications:</b>	BEd Hons NASENCO SENDCo Award Member of the SLT
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Safeguarding and Child Protection Behaviour and Anti-Bullying Supporting pupils with medical conditions Data Protection Policy Accessibility Plan/Strategy Pupil Premium Plan School Admissions Schools Complaints procedures Health and Safety Relationships and Sex Education Teacher's Standards 2012 Equality Policy and objectives	

## **1.1 Special Educational Needs and Disability Policy**

This Policy seeks to promote the successful inclusion of pupils with special educational needs and disabilities at St Margaret's Junior School.

### **Rationale**

At St Margaret's Junior School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential. At St Margaret's Junior School, we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and achieve success.

### **Special Educational Needs and Disability (SEND):**

- *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
  - *has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions'*

Special Education Needs and Disability Code of Practice: 0-25 years January 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **1.2 School Admissions**

No pupil will be refused admission to St Margaret's Junior School on the basis of their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan/Strategy is available on request or from the school website.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

## **1.3 SEND Information Report**

Schools have a duty to publish SEND information annually so that parents/carers can see what support a school provides for its pupils. This will be accessible on the school's website. Further details on the SEND Information Report can be found in Appendix 1.

## **2. Aims and Objectives of SEND Policy**

### **2.1 Aims**

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made at St Margaret's Junior School will enable these pupils to make good progress and achieve their potential and are fully included in all aspects of the school's community.

St Margaret's Junior School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

### **2.2 Specific objectives**

- To identify pupils with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services (if appropriate, and early years' settings prior to the child's entry into the school).
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early identification and assessment of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and to ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher. The provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and identified needs are catered for.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, pupils, children's service and all other agencies ensuring that:
  - learners express their views and are fully involved in decisions which affect their education.
  - parents/carers are informed of their child's special needs, and work with them to gain a better understanding of their child and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress.
  - there is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners.
  - the environment created meets the special educational needs of each pupil in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.
- To have regard to guidance detailed by Devon County Council.
- To recognise the importance of 'preparation for adulthood' right from the start

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal adapted curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010.

### **3. Areas of Special Educational Need**

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

#### **3.1 Cognition and Learning**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

#### **3.2 Social, Emotional and Mental Health Difficulties**

Children 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, conduct disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

At St Margaret's Junior School, we always seek to address the underlying cause of the presenting behaviour. This means a collaboration where appropriate of family and health colleagues which supports the child's needs.

### **3.3 Communication and Interaction needs**

Children 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 because 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. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### **3.4 Sensory and/or Physical needs**

Some children require special educational provision because they have a disability, and this 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as DeafBlind)
- Physical disability (PD).



## 4. A Graduated Response to Special Educational Needs and/or Disabilities

### 4.1 Early Concerns

The progress made by all pupils is regularly monitored and reviewed by the school. Initially, any concerns raised by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the classroom and a record is kept of any strategies or interventions that are used to support the pupil. This can then be reviewed in any further discussions if the concerns persist.

If a pupil continues to raise concerns the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if the pupil has a special educational need and agree the appropriate support. Details of assessment tools and materials used in St Margaret's Junior School can be found within Appendix 2.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always be discussed and agreed in advance with the pupil's parents/carers.

When the school is considering whether a pupil has a special educational need one or more of the concerns below may be observed:

- *Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.*
- *Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.*
- *Persistent emotional or behavioural difficulties which are not resolved by appropriate behaviour management strategies.*
- *Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.*
- *Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriately adapted curriculum.*
- *Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme.*
- *Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.*
- *Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.*

Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed **SEND support**.

## 4.2 SEND Support

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as **the Graduated Approach (See Appendix 3)**:

- **Assess**
- **Plan**
- **Do**
- **Review**

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

### 4.2.1 Assess

Assessment involves analysing the pupil's requirements in their area of need. Evidence from the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. If they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### 4.2.2 Plan

Planning will involve consultation between the class/subject teacher(s), SENDCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes.

The agreed plan will be drawn up between the SENDCo and class teacher and will then be shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At St Margaret's Junior School, we call these My Plans. Reasonable adjustments are made for pupils through the delivery of Quality First Teaching (QFT) and high-quality universal provision.

### **4.2.3 Do**

Class teachers remain responsible for working with the child on a day-to-day basis; they will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with Teaching Assistants, to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will monitor the progress of pupils with SEND, and where required, provide further support and assessment of the pupil's strengths and needs. The SENDCo will advise and support the class teacher to implement further additional support and guidance, where required.

### **4.2.4 Review**

The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher(s), in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward. This will be carried out in consultation with parents/ carers and the pupil.

**Further details of Devon's Graduated Approach can be found in Appendix 2.**

## **5. Statutory Assessment of Education, Health and Care (EHC) needs**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including Parents and Carers, Teachers, SENDCo, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website link:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/support-education-health-and-care/education-health-and-care-ehc-plans>

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore St Margaret's Junior School will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process via the EHC Hub.

For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send).

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is: <https://www.devonias.org.uk/>

## **6. SEND Funding**

Schools receive a basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Pupil Unit). Schools are expected to meet the needs of **all** learners from this allocation.

Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and other demographic factors. Pupils who are identified as having a Special Educational Need are supported using this additional funding – usually referred to as Element 2.

The high needs block funding for pupils who require a personalised arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per pupil upon application by the school with evidence of rationale for need. The Local Authority makes decisions about how much this top-up funding will be per pupil. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

A full explanation of Devon SEND funding to schools can be found at: <https://www.devon.gov.uk/support-schools-settings/administration-and-finance/finance/additional-educational-needs/>

At St Margaret's Junior School, we review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is monitored by Ventrus' Executive Leadership Team and through the use of the Devon SEND Funding Evaluation Tool.

### **6.1 Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

## **7. Responsible Persons**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to Ventrus' Executive Leadership Team, the Head Teacher, SENDCo and all members of staff have important roles and responsibilities to support pupils with SEND.

### **7.1 Ventrus' Executive Leadership Team (ELT)**

ELT endeavour to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- will designate a SENDCO to be responsible for co-ordinating SEND. This person must be a qualified teacher and must have obtained the National Award in SEN Co-ordination by the beginning of their third year in post (if appointed after 2008).
- ensure Headteachers inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

### **7.2 The Headteacher**

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for educational needs.

- Keeping ELT informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.

### **7.3 The SENDCo**

The SENDCo role involves:

- Overseeing provision for children with SEND. (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with, supporting advising and training class teacher(s) whenever necessary and in particular where children with SEND are making poor progress.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Monitoring/tracking the impact of interventions and reporting to the Headteacher.
- Monitoring/tracking the progress of children with SEND and reporting to the Headteacher.
- Supporting
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training in order to meet the needs of staff.

- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Assess, Plan, Do Review (APDR) process for all SEND pupils.

Parents/carers of a child with SEND support will have the opportunity to meet with the Class teacher(s) to discuss SEN provision at least 3 times a year formally. The SENDCo will be available to schedule meetings at this time. In addition, the SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

#### **7.4 All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).

### **8. Pupil Voice**

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. At St Margaret's Junior School, we will always endeavor to ascertain pupil's views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

### **9. Children with Medical Needs**

St Margaret's Junior School recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school/academy will comply with its duties under the Equality Act 2010.

Arrangements that are in place to support pupils with medical conditions can be found by accessing the school's ***Children with Medical Needs Policy for further details.***

## **9.1 Accessibility**

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Equality Policy please contact the SENDCo or see St Margaret's Junior School's Accessibility Plan on the school website.

## **9.2 Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. The SENDCO will liaise closely with the designated member of staff where the pupil also has a SEN to ensure provision is appropriate.

## **10. Working in partnership with Parents and Carers**

St Margaret's Junior School will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between Home and the School will be consistently maintained, this could be via email, phone calls, Home-School book.

Parents/carers will be fully consulted before the involvement of external support agencies with their children and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

<https://www.devonias.org.uk/>

## **11. External Support Services**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual pupils. Regular liaison is maintained with the following external agencies:

Educational Psychology Services (privately procured by Ventrus)

Devon SEN Advisory Teams;

- Educational Psychology Services
- Social, Emotional & Mental Health Team
- Communication & Interaction Team
- Sensory Impairment Team (Hi/Vi/MSI)
- Physical Disability and IT Team
- Inclusion Team
- Attendance Improvement Service

Children's Social Care

Speech & Language Therapy

CAMHS

Occupational Health

Physiotherapy

School Nurse

Virtual School for Looked after Children

## **12. Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

## **13. Responding to Complaints**

The procedures for making a complaint against the school are outlined in the School's Complaints Policy. The policy can be accessed via the school's website or via the school office.

All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENDCo or the Headteacher. If a parent/carer does not feel an issue has been resolved effectively, please refer to the School's complaints policy here:

<https://www.northamfederation.devon.sch.uk/policies-procedures>



## **14. Training and Resources**

St Margaret's Junior School understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training and from discussions during a range of staff/department meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge.

The SENDCO regularly attends Local Authority SENDCO network meetings and Ventrus SEND Network meetings, in order to keep up to date with local and national updates in SEND.

## **15. General Data Protection Regulation (GDPR) 2016 & Data Protection Law 2018**

St Margaret's Junior School collects, uses and stores information about pupils and may receive information about them from their previous schools, as well as from other agencies who work/have worked with them.

This information helps us:

- Support teaching and learning
- Follow and report on pupils' progress
- Provide the right care and support
- Understand how well the school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; safeguarding information and any relevant medical information.

We are required (through GDPR) to take care of all information and we take this responsibility seriously. We will not give information about pupils to anyone outside the school without your consent unless the law and/or our rules permit it. We are required by law to pass some of your information to the Local Authority (LA) and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website:

<https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/>

Please also refer to St Margaret's Junior School's Privacy Notices on our school website.

## **APPENDIX 1: SCHOOL SEND INFORMATION REPORT (SIR) INSERT**

Also available on school website

<https://www.northamfederation.devon.sch.uk/st-margarets>

# **St Margaret's Junior School**

## **SEND Information Report 2023-24**

### **Introduction to SEND at the St Margaret's Junior School**

St Margaret's Junior School has a clear approach to ensure that all pupils are confident to make good progress in all areas of school life. Teaching and supporting pupils with SEND is a whole-school responsibility requiring a collaborative response across within the school. Meeting the needs of pupils with SEND requires a working partnership between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

### **The LA Local Offer**

All Devon Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are fully supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible

The *Children and Families Bill* in 2014 stated that, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

For more information about the Devon Local Offer follow this link: <https://www.devon.gov.uk/education-and-families/send-local-offer/>

### **SEND Policy**

Our SEND policy can be found on the SEND page of our School Website: [Special Educational Needs & Disability — St Margaret's Junior School](#)

### **SEND Information Report**

This report focusses on answering commonly asked questions to show parents and carers exactly how the SEND Policy is implemented and what provision St Margaret's Junior School are able to offer to support all children.

## Parent/Carer Questions

### School Policy and Procedure

#### **1. What kinds of SEND do pupils in the schools have?**

St Margaret's Junior School is a mainstream setting. They are passionate about being inclusive to all children and work hard to meet their needs so they are able to access the curriculum, make progress with their learning and have a positive school experience.

As laid out in the SEN Code of Practice in 2014, the four broad 'areas of need' are identified as:

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

Within our school we support children who show a range of additional needs covering all these four areas.

#### **2. How do you know if a pupil needs extra help?**

Within St Margaret's Junior School, a range of stakeholders monitor children's progress regularly. This can be on a day to day basis within lessons, through marking and on-going discussions with pupils or through a more formal assessment at the end of each term. When limited progress is identified, the Year Group teams will use the Graduated Response Tool to enhance their universal provision and consider incorporating targeted provision to support progress. Once this enhanced provision has been in place for a period of time, the child should have started to make progress. However, some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, Year Group teams will refer to the SENDCO and in consultation with parents, the class teacher and SENDCO will further assess the pupil to plan what additional support/provision can be put in place. After this, external referrals may be necessary to seek assessment or advice from specialist professionals. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and a school based My Plan will be completed and reviewed each term. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. This will be shared with the parents by the class teacher and/ or SENDCO and the pupil will then be placed on the school's special educational needs register.

### Day to Day Support

#### **3. How do teachers help pupils with SEND? How will the school support my child?**

St Margaret's Junior School has high standards of Quality First Teaching to support the needs of children with SEND within their universal provision. For children who need additional support, there are skilled staff members that deliver additional intervention sessions to help support progress. Support required by children is bespoke to each child's needs. The details of the support in place for your child will be outlined in your child's Pen Portrait or My Plan. This is updated three times a year and shared with parents at each review. A Pen Portrait is a document for SEND children, with a clear barrier to learning, can make good progress, when a particular provision is in place.

#### **4. How will the curriculum be matched to my child's needs?**

All children in school are working towards the National Curriculum. The class teachers work closely with the SENDCO to enhance the provision to support the progress of the children through these curriculums. The curriculum /learning environment may be adapted by:

- Groupings and planning that target specific levels of progress
- Differentiated resources and teaching styles
- Appropriate choices of texts and topics to suit the learner
- Access arrangements for statutory tests
- Additional adult support
- Advice provided by assessments and strategies described in statements of special educational needs / EHCP

St Margaret's Junior School has a SEND Support base (The Burrows) which provide SEMH interventions.

#### **5. Is there any additional support available to help children with SEND?**

The school budgets are managed by Ventrus, and this includes money for supporting children with SEND. The Head Teacher, the Deputy Head Teacher, the SENDCO and the class teachers discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing more support and the children who have been identified as not making as much progress as would be expected. There are a number of external agencies and professionals that the school can refer to if needed. These are outlined in more detail in the answer to question 13. Children with EHCP are allocated additional funding from the SEND Statutory Team.

#### **6. How will I know my child is making progress? How do you check on this?**

Children with SEND will have a My Plan document in place. This document breaks down a child's learning into smaller targets. These targets are reviewed at least 3 times per year, in line with the SEND Policy. The My Plan is sent home at each review cycle so that parents can see the provision that is in place and the progress that children are making towards their targets. At this stage, parents are also invited in to discuss progress with the class teacher. Within school, the provision is regularly evaluated using the My Plans so that it can be changed and enhanced to support further progress.

Further monitoring arrangements include:

- Using the Graduated approach 'Assess, Plan, Do, Review' (see copy of SEND Policy on the website for more information on this approach)
- Data tracking for pupil progress
- My Plans and EHCP reviews
- Parents meetings

The school ensures that the impact of any support is measured to see if it is working or not and consequently adaptations to provision may be made in light of these findings.

#### **7. How will my child be included in activities outside the classroom, including school trips?**

As an inclusive school, all clubs, trips and activities are available to all pupils within St Margaret's Junior School regardless of whether they have a special educational need or not. When needed, additional risk assessments are put in place and adaptations are made to ensure all children's needs are being met.

## **8. How will you support my child's overall well-being?**

St Margaret's Junior School is passionate about supporting the whole child and making sure that alongside their academic progress, their social, emotional and mental health (SEMH) needs are also being managed and supported. All children receive a comprehensive personal, social and emotional curriculum plus health and well-being activities delivered through the Jigsaw scheme of learning. We have additional pastoral support available to children and access to trained adults if additional SEMH support is needed. If your child needs extra support at home, with your permission the pastoral liaison will access further support through the Early Help process and set up a Team Around the Child meeting. This may involve inviting agencies such as The Children Centre or CAMHS to support your child.

### Involving Families

## **9. When will we be able to discuss my child's progress?**

All families are invited to two learning conversations with their child's teacher and a written report detailing progress and attainment. In addition, you are invited for a meeting at each My Plan review cycle. We have an open-door policy, so you are welcome, at any time of the year, to arrange an additional conversation with your child's class teacher. You are also welcome to call the school and arrange for a phone call or a meeting with the SENDCo if you wish to discuss your child's learning further.

## **10. How will my child be able to share their views?**

There is a Pupil Voice section within the My Plans that allow for children to share their views about their learning experiences, what provision works well for them and what they would like to work on in the future.

## **11. How will you support my child when he/she joins your school or moves class or transfers to a new school?**

SEND learners will have enhanced transition packages when they are moving settings both within and outside of St Margaret's Junior School. Depending on the child's individual needs, enhanced transitions can include:

- Visits to the new setting with parents
- Visits to the new setting with key adults from school
- Adults from the new setting visiting to spend time with the child in their current setting
- Transition books that include photos of the new setting/classroom and the staff that will be there
- Meetings between the current setting and the new setting, including parents
- Transitional objects to move with the child

## Staff Skills and Wider Support

### **12. What skills do the staff have to meet my child's needs?**

We have staff within St Margaret's Junior School that are trained in the following areas:

- Self-Esteem Support
- Funfit – Gross Motor Skills
- High 5 – Fine Motor Skills
- Write Dance – Gross Motor Skills for Handwriting
- Sounds-Write – Phonics
- Numbers Count – Maths Support
- Reading Recovery – Assessment Programme for Reading Support
- Counting to Calculate – Identifying gaps in Maths Learning
- Bereavement
- Nurture Support – previously Thrive support
- Sensory Processing
- Autism
- Attachment Mentoring
- Mental Health support
- Speech and Language
- Behaviour Support
- PDA – Pathological Demand Avoidance
- ADHD – Attention Deficit Hyperactivity Disorder
- Dyspraxia
- DCD – Developmental Co-ordination Disorder
- Dyscalculia
- Working Memory
- Colourful Semantics – Developing grammar through colour coding
- Hearing Aids and Radio Aids
- Dragon – Software to turn speech into text
- Toe-by-toe – Supporting children with Dyslexia
- Tourette's Syndrome
- Hyper Mobility
- Cerebral palsy
- Epilepsy
- Makaton
- Downs Syndrome
- Diabetes
- Self-Harm
- Social Stories
- Nesy – Supporting phonics
- Widget – Using pictures to support text

### **13. What specialist services are accessed by the school?**

As a school, we are able to refer children to a number of different services to access additional support. These services include:

- Educational Psychology
- Speech and Language Support
- Communication and Interaction Team
- Social, Emotional and Mental Health Support
- CAMHS – Child and Adolescent Mental Health Services
- Dyslexia Services
- Occupational Therapy
- North Devon Inclusion Team
- 0-25 Team – SEND support
- Early Help
- DIAS – Devon Information, Advice and Support (Focussing on SEND)
- MASH – Multi-Agency Safeguarding Hub
- Social Care
- School Nursing Team
- North Devon Single Point of Access (SPA)

### **14. What happens if my child needs specialist equipment?**

Equipment can be provided from within school for children who have needs identified and managed by the staff that work with them. For more specialist equipment that is suggested by external professional reports, the school and the external professionals work together to ensure that it is provided and used effectively to support the child.

### **15. How accessible is the school and how does it arrange the facilities children need?**

St Margaret's Junior School is accessible to all children. If there are specific access arrangements that need to be discussed, prospective parents of children with complex needs are invited in to look around the school to talk about what the needs are and how they can be managed within the school. From this, the school teams and the parents can work together to ensure that all children have full access to our provision.

### **16. How will my child manage tests and exams?**

When the time comes for SATS and other tests/exams, all children that are on the SEND register are discussed in detail and arrangements are made for them to have additional support if they need it. This support could include:

- Extra time
- A reader
- A scribe
- Rest breaks
- A separate test area
- Prompts
- Work away from the group with a trusted adult

These arrangements are then discussed with the children and the parents to ensure that everyone is happy and that the children are supported to be able to access the tests and achieve their full potential.

### **17. What should I do if I think my child may have a special educational need or disability?**

Initially, parents/carers who feel their child may have a special educational need or disability should speak with their child's class teacher or contact our school SENDCO: Harley Bowskill. You can do this either by phone: 01237 477262/01237 473569 or by email: [northamsendco@ventrus.org.uk](mailto:northamsendco@ventrus.org.uk)

### **18. What do I do if I'm not happy or if I want to complain?**

In the first instance, if parents are not happy with how their child's needs are being met, they should speak to the class teacher. Following this, parents are encouraged to arrange a meeting with the SENDCO or another member of the Senior Leadership Team (SLT) to talk through their concerns and find a resolution. Outside of this, parents can seek impartial advice from DIAS. (See the answer to question 19 for more information.)

If we are not able to work together to find a solution, then a copy of the School's Complaint Policy can be sought from the office which will outline the various steps to make if a parent wishes to make a formal complaint.

There are some circumstances, usually for children who have an Education, Health and Care Plan (EHCP) where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### **19. Where can I get information, advice and support?**

For initial advice and support, parents and carers can speak to the SENDCO and/or other school staff who can give advice about what can be put in place to support the needs of their children. Outside of this, free and impartial advice for the parents/carers of children with SEND can be found through the Devon Information and Advice Service (DIAS) Information from their website is as follows:

*"Here at DiAS we have a dedicated team offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). We support children and young people with SEND, and their parents and carers. Our service is impartial and confidential."* Their contact information is

- TEL: 01392 383080
- EMAIL: [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk)
- WEBSITE: [devonias.org.uk](http://devonias.org.uk)

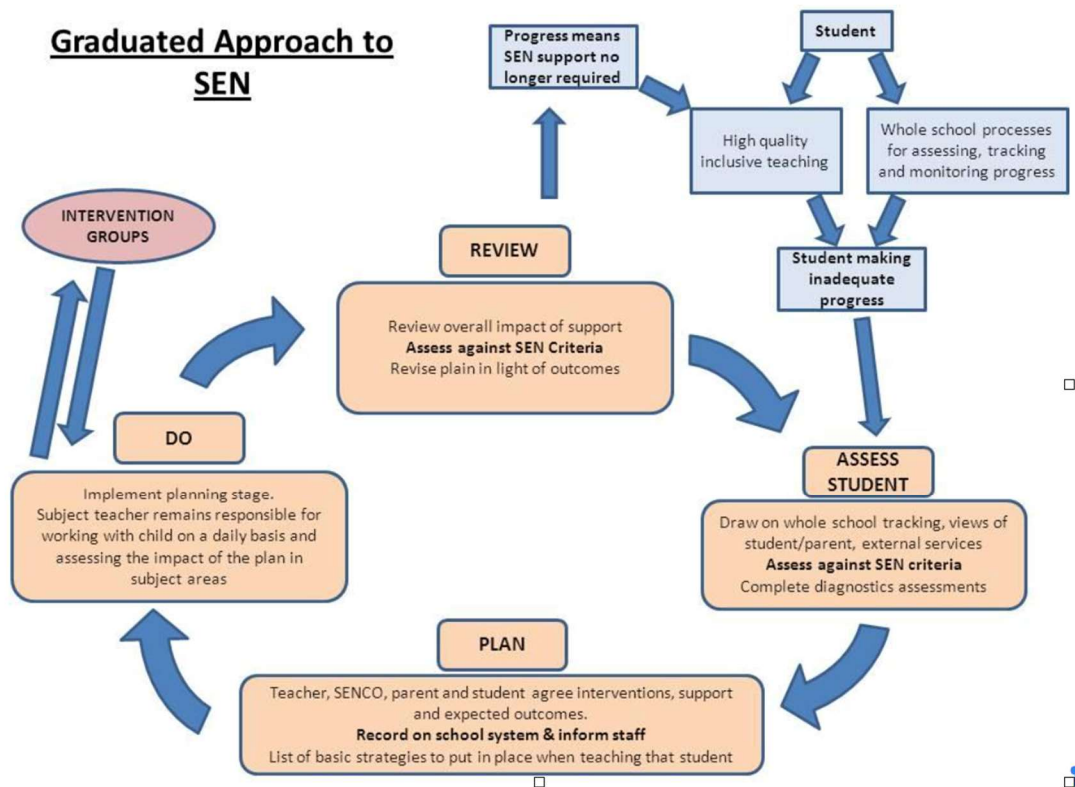


## **APPENDIX 2: DETAILS OF ASSESSMENT TOOLS AND MATERIALS**

Details of assessment tools and materials used in St Margaret's Junior School. These may include the following:

- SATs and Optional SATs results
- Phonic checklists
- High Frequency word checklists (reading and spelling)
- Detailed records of work
- Results of standardised and diagnostic tests
- Behaviour charts
- Boxall Profile scores and plans
- Skills assessments
- Observations made by teacher / teaching assistant / other members of staff
- Pupil comments / opinions on progress (where appropriate)
- HAST – Spelling
- SDQ
- Speech and Language Link
- Little Wandle Phonics Assessments
- NELI Assessments.

### APPENDIX 3: GRADUATED APPROACH TO SEN



### The Graduated Approach

<b>Assess</b>	<ul style="list-style-type: none"> <li>In identifying a pupil as needing <b>SEN support</b> the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.</li> <li>The pupil’s development in comparison to their peers and national data should also be considered along with the parent’s views and experience, the pupil’s views and, if relevant, advice from external support services. These will be recorded on a My Plan (or individual school equivalent). The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the My Plan.</li> <li>This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.</li> </ul>
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<p><b>Plan</b></p>	<ul style="list-style-type: none"> <li>• Parents/carers, with their child, will meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a My Plan with a date to review the plan. The date for review will depend on the level of need present.</li> <li>• The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS.</li> <li>• The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.</li> <li>• The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.</li> <li>• Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.</li> <li>• Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).</li> <li>• <b>So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –</b></li> </ul>
<p><b>Do</b></p>	<ul style="list-style-type: none"> <li>• The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.</li> <li>• The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.</li> <li>• <b>The class teacher is responsible for the daily implementation of the plan and will contribute to –</b></li> </ul>
<p><b>Review</b></p>	<ul style="list-style-type: none"> <li>• There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.</li> <li>• Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.</li> <li>• Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial TAF meeting.</li> <li>• This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.</li> <li>• Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.</li> </ul>

## APPENDIX 4: POLICY HISTORY

Version	Summary of Change	Review Date	Lead Author
1.0	Annual review	Sept 2020	FB
2.0	6.3 - clarified arrangements for parents to discuss provision for children with SEND	Nov 2021	FB
2.0	Page 4, list of policies: correction to name of policy 'Supporting pupils with medical conditions'  Item 7.1 – 3rd bullet, clarification of current practice of award held in SEN Co-ordination	Dec 2021	FB
3.0	4.2.2 - Inclusion of the term 'school-based plan' alongside IEP + Addition of reasonable adjustments and QFT	Oct 2022	FB
3.0	<b>4.2.3</b> Removal of the involvement of Secondary ' <u>English</u> teachers' in the writing of all SBPs (may not always be relevant)	Oct 2022	FB
3.0	9.1 - correction of Policy name 'Equality Policy' (not disability Policy)	Oct 2022	FB
4.0	'differentiated' changed to 'adapted' throughout	Oct 2023	FB
4.0	Minor spelling/grammar changes	Oct 2023	
4.0	SENDCo/Teacher responsible for writing IEPs (4.2.2)	Oct 2023	