



**Talavera Junior School**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

**Document Name:** Special Educational Needs and Disability (SEND) Policy

**Document ID:** n/a

**Current Version:** 4.0 / 5.0

**Status:** Approved / To be approved by governors

**Policy First Introduced:** February 2013

**Latest Review:** May 2022

**Next Review Planned:** May 2023

**Signed:** \_\_\_\_\_ (Policy Owner)

**Print Name:** \_\_\_\_\_

**Review Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Governor Approval)

**Print Name:** \_\_\_\_\_

**Approval Date:** \_\_\_\_\_





## Talavera Junior School

### Special Educational Needs and Disability (SEND) Policy

Subject vision - What is the aim of your foundation curriculum?

As a school and staff, we are dedicated to ensure all pupils enjoy a broad and balanced education that meets all individual needs. We currently cater for the full range of abilities and aptitudes and the presence or absence of a special educational need is never a factor in the admission of pupils.

Our SEN provision provides a co-ordinated and well-resourced SEN framework that is fully integrated into the school. We offer a range of strategies used in the diagnosis and support of all SEN difficulties to ensure children make good or better progress. We continually provide on-site expertise to give specific support to children according to their needs. Ensuring via our network of professional expertise, support and enhance provision for individual pupils and their families. The SEN co-ordinator ensures staff awareness of early identification and support by utilizing the knowledge of other professionals through constant training and advice. We aim to continually update the range of strategies used by all staff for every need within our school. We are passionate to constantly work in partnership with parents and take into account the views of parents in respect of their child's particular needs. Continually making every effort to raise the achievements of identified pupils, praise and acknowledge areas in which they succeed. With a continual provision of SEN instruction and planning advice to colleagues, so encouraging the personal development of class teachers and teaching assistants to ensure all SEN pupils within Talavera Junior succeed.

#### **Provision**

The headteacher, Amanda Webb, has overall responsibility for the provision of all pupils at the school, including those with special education needs. The SENCO, Clare Litwin, has responsibility for organising and monitoring the provision for children with special educational needs within the school.

The SEND Code of Practice, 2015, (updated 30 April 2020) states:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'

In accordance with the SEND Code of Practice and the Hampshire Criteria, a child is placed on the SEN register if they meet the criteria in one or more of these areas:

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

A child can be placed on the register at two levels:

- Education, Health and Care Plan - in place from LA or requested by the school or previous school - child receives additional funding for provision in school
- SEN support - IEP outlines additional support in place - child receives no additional funding

**Identification:**

Evidence to place children on the SEN register can be found through:

- Class teacher or parental expression of concern
- Liaison with feeder infant Schools / previous school
- Examination of Key Stage 1 and new entrant screening results
- Lack of progress
- Termly spelling and reading assessments
- Specific learning difficulties
- Further assessments/screening tests as necessary
- Educational Psychologist assessment/Health Support Services assessment

### **Intervention**

Most children on the SEN register have an Individual Education Plan (IEP) with SMART targets for children to work towards. These IEPs are presented in a book where all staff that work with that child can record the child's progress towards meeting these targets.

An IEP includes details on:

- The child's strengths
- Learning needs
- Ways to support the child
- Things the child likes
- The outcomes set for the pupil  
(SMART- small measurable attainable realistic and time bonded)
- The provision put in place for the pupil

- How parents can support their child at home

All children who are on the SEN register for learning difficulties will receive additional support alongside quality first class teaching. This may be in the form of small group intervention (Wave 2) which may alongside the normal maths or English lesson, or as an additional target session. Some will also receive highly personalised, 1:1 sessions focusing on reading, spelling or maths, Wave 3. Immediate intervention is given within the lesson or in the afternoon to ensure that no child falls behind.

Responsibility for meeting the needs of all children is shared by all staff, led by the Headteacher and the Special Educational Needs Co-ordinator. All teachers and learning support assistants are made aware of all special educational needs of the children they teach.

All staff and assistants are encouraged to attend relevant courses; in addition, in-service training takes place within the school every week for both teacher and support staff. Full use is made of advisory teachers and external agencies, such as: Occupational Therapy, Physiotherapy, Hampshire Educational Psychology Service, Speech and Language Therapists, Behaviour Support Team and CAMHS for advice, assessment and support.

### **Inclusion**

Each class teacher is responsible for all children making progress in their class. Teachers are responsible for meeting a pupil's individual needs by removing barriers to learning, with support from the Special Educational Needs Co-ordinator. Our aim is that all children are fully integrated in the classroom and receive support there from both the class teacher and learning support assistant. Where appropriate, pupils are withdrawn for short periods, for small group support or individual tuition from focus teachers or learning support assistants. All children are encouraged to take part in extra-curricular activities. Lunchtime supervisors are made aware if any child needs support during the lunch period and support is provided as appropriate. Children who find lunchtime more difficult have access to support in the form of 'bubble time' with an ELSA as well as a lunch bunch for both lower school and upper school pupils.

### **Partnership with parents**

The school believes that children make best progress when teachers and parents work in partnership. The school values good relationships with all parents. There is a particular emphasis on maintaining this with SEN pupils. Parents of all children are regularly invited into school to share in their child's education. IEP drop ins are available for all parents where their child has an IEP and these are scheduled just before parents evenings to ensure parents of SEND children are supported before these meetings.

## The role of the SENCO

- Overseeing the day to day operation of the School's SEN Policy
- The assessment and identification of children with Special Educational Needs in collaboration with other staff
- The supervision of appropriate tests and monitoring of pupil's progress (alongside the Assessment Manager)
- The analysis and interpretation of national, county and school data to inform target setting for children with Special Educational Needs (alongside the Assessment Manager)
- Co-ordinating provision for children with Special Educational Needs
- Regularly liaising and advising fellow teachers
- Managing, liaising with and supporting teaching assistants, this includes regular meetings and extensive timetable planning
- Ensure the best use of LSA time and evaluating impact of LSA interventions
- Maintaining the SEN Register
- Liaising with class teachers on planning, implementation and evaluation of Individual Education Plans (IEPs)
- Teaching or assessing children individually or in small groups, when appropriate for their identified need
- Supporting and/or seeking help for pupils with social, emotional, behavioural or physical difficulties
- Liaising with other schools, LEA support services and/or professional agencies
- Liaising with parents of children with Special Educational Needs
- Conducting review meetings
- Participating in and contributing to the in-service training of staff
- Managing the SEN resources budget
- Providing regular information to the Headteacher, SLT and Governing Body on assessment and provision for Special Educational Needs

This policy has been developed in accordance with the principles set out in the revised SEN Code of Practice and Disability 2015 (updated 2020) and also takes into account of:

Children and Families Act 2014

Support and Aspiration: A new approach to special educational needs and disability 2011

Equality Act 2010

The Special Educational Needs and Disability Act 2001

Supporting the Target Setting Process 2001

Excellence and Enjoyment: A Strategy for Primary Schools 2003

Removing Barriers to Achievement: The Government Strategy for SEN 2004

Every Child Matters 2003

Local Authority Child Protection Guidance 2006

It should be read in conjunction with the SEN Information Report, as well as the following school policies: Inclusion, Equal Opportunities, Teaching and Learning, Gifted and Talented, Assessment and Behaviour Policy.