



## THOMAS JOHNSON LOWER SCHOOL

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Head teacher: Mrs M Haimes

### **Policy for the Education of Children with Special Education Needs (SEND)**

Responsibility	Governing body
Approved by Full Governing Body	October 2019
Storage: (i) Electronic (ii) Hard Copy	(i) School website (managed by school secretary) (ii) School office and staff room

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (Sept 2014)
- School SEN Information Report Regulations (2014)
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions (Updated August 2017)
- The National Curriculum in England Key stage 1 and Key stage 2 document (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers standards 2012

Disabled children and young people without SEN are covered by provisions elsewhere in legislation, including the Children Act 1989, the Equality Act 2010, the Special Educational Needs and Disability Act 2010 and the Health Care and Social Act 2012.

#### Co-ordination of Provision:

This policy will be implemented by all staff across Thomas Johnson Lower School, including all teaching and support staff, Governors and throughout the wider school community. The Special Needs Co-ordinator (SENCO) at Thomas Johnson Lower School is Mrs Daniel.

Mrs Daniel is responsible for managing Special Educational Needs provision for children with SEND or additional needs. You can contact Mrs Daniel by phoning the school office 01525 402377, by emailing the school [office@thomasjohnsonschool.co.uk](mailto:office@thomasjohnsonschool.co.uk), or by approaching her face to face. Mrs Daniel is happy to help you and your child to have a better understanding about additional needs and she will explain how support is organised and delivered in the classroom. We endeavour to work for each child's positive outcomes. Mrs Daniel can arrange an appointment, at a time which suits you, to discuss any concerns or worries you may have about your child's SEND or to offer additional advice or support regarding additional support which your child may require whilst in school or when working with outside agencies and professionals.

#### How is Provision Coordinated?

Mrs Daniel supports class teachers in meeting the needs of children with additional needs through ensuring Quality First Teaching, which is totally reliant upon high quality relationships between staff and children. Children are encouraged to learn in a 'Low threat, high challenge' environment. The relationship between staff and children underpins the progress which is made by children across the school.

Teachers at Thomas Johnson recognise that how they respond to children has an enormous impact on that child's self-esteem and behaviour. Teachers are accountable for the progress of children with SEND and staff work tirelessly to ensure the best outcomes for all children, including children with additional needs.

Quality First Teaching is monitored regularly at Thomas Johnson Lower School, ensuring children's needs are met initially through good or outstanding teaching practice, clear differentiation and through ensuring that the curriculum meets the needs of all children. The strong focus on emotional well-being and positive mental health has supported our children through removing barriers to their learning. Children are able to discuss their feelings and emotions with adults during; Talk Time, Casey the Caterpillar story time and through the use of Feelings Flowers in the classrooms. Adults recognise the importance of 'hearing and seeing' the child's needs which removes barriers to learning and results in positive behaviours and outcomes. Children are taught how to develop resilience in Key stage 2 through workshop sessions focusing on the tools the children will need as they move on to Middle School.

**Definition of SEN:**

Children have SEN 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 post16 institutions. (SEND Code of Practice 0-25 Years 2014)*

**SEN is divided into 4 types:**

1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Mental and Emotional Health.

This includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.

4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

The four mentioned SEN types are identified in this way to enable the SENCO, teachers and support staff to decide the most effective action to take to support the child or young person.

**SEND and other groups of learners are carefully monitored in their own right:**

The following groups of children are not identified as having SEN for the following reasons:

- Disability where 'reasonable adjustment' can be constituted in school
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Service man/woman

### **Safeguarding children with SEN:**

At Thomas Johnson we are aware that some children may have Special Educational Needs but these needs should not be confused with Safeguarding concerns. Staff should be aware that mood, behaviour and injury may relate to possible abuse or other safeguarding concerns and assumptions should not be made that a child's additional need is the reason for possible warning signs of abuse. Staff should be aware that children with additional needs are at a greater risk of peer group isolation, bullying and that communication could be more difficult. Therefore this should be monitored closely by all staff members.

### **Thomas Johnson Lower School's aims are:**

- To live and promote our school values in everything we do
- To engage with parents, carers and the wider community
- To maintain high standards through a broad, balanced and engaging curriculum
- To work with all stakeholders in our children's educational journey
- To educate our children in the importance of a sustainable future and reflect this in the management of our School
- To optimise our assets, including staff, finances and facilities

### **Thomas Johnson Special Educational Needs aims are:**

1. For children to be self-motivated and facilitate their own learning whenever possible
2. For children to know the next steps in their own learning
3. For children, parents and carers to be supported in the process of early identification of SEN and for this support to extend in fully facilitating provision and in planning suitable interventions to maximise SEN children's learning potential
4. For children to feel that their learning is important
5. For children to make good progress within a broad and balanced curriculum appropriate to the child or young person's needs
6. For children to value their own development
7. To support children in overcoming potential barriers to learning
8. To ensure children experience learning in a secure, supportive, challenging, interesting and calm environment.
9. For children to be self-confident
10. For children to develop the ability to function as contributing members of functioning groups

### **'Every teacher is a teacher of a child with Special Educational Needs'**

#### **Objectives:**

1. To identify and provide for pupils who have Special Educational Needs and additional needs through adhering to guidance provided in the SEND Code of Practice 2014
2. To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs
3. To provide a Special Educational Needs Co-ordinator (SENCO) who will ensure that Special Educational needs are met through additional support provided in the classroom at Stage 1 and Stage 2 and through deployment of adult support at Stage 3 (Education and Health Care Plan).
4. To provide support and advice for all parents, carers and staff working with special educational needs children.

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### **A Graduated Approach to SEN Support:**

The Graduated Approach to SEN support highlights the process which is followed by all teachers and support staff at Thomas Johnson Lower School when identifying children and young people with SEN. The Graduated Approach explains the way our School identifies and manages the progress of children and young people with SEN.

Mrs Daniel ensures that the graduated response is followed within school. Children are placed under 'monitoring' when there are initial concerns about the child and through discussions with class teachers and parents/carers, children may then be moved onto Stage 1 or Stage 2 provision depending on the level of need. Provision will be explained further, later on within this document. Please see 'Graduated Response.'

Mrs Daniel is responsible for overseeing achievable targets for all children with SEN. SEN children are targeted in the same way as children who do not have additional needs, as targets are always consistently aspirational. These targets are tracked and monitored through Target Tracker, with regular half termly discussions and reviews with teachers. Interventions are put into place for children or groups of children and these interventions are monitored for their impact on a 6 weekly basis (or suitable time frame for the intervention being used). Children receive additional teaching in the areas they need it most, from both teachers and support staff allowing them to access high quality learning experiences.

#### Initially and without exception:

Quality first teaching is monitored and regularly reviewed by the SENCO. It is the role of the class teacher to monitor and assess all children in their care. Teachers are responsible and accountable for the progress and development of the children and young people in their class, including where children or young people access support from teaching assistants or specialist staff. Teachers are responsible for high quality teaching which is differentiated for individual children.

#### Stage 1:

If a child is identified as receiving quality first teaching which is differentiated and the child's progress or development continues to fall below expectations, this would be the first trigger for a teacher that the child may have SEN. At Thomas Johnson Lower School, regular observations and learning walks of the quality of teaching which is taking place are carried out, with rigorous assessments of all children (including children who are at risk of under achieving). Regular reviews take place alongside improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered. Teachers identify children who are underachieving by using high quality and accurate formative and summative assessment tools and they use the information they have gathered through the careful monitoring of the child's progress, alongside national data and expectations of progress. The SENCO offers advice on strategies and interventions to be used with the child or young person with SEN. An 'Assess, Plan, Do, Review' cycle is used with all children and young people with SEN. The class teacher is responsible for carrying out high quality formative assessments, the SENCO will then work alongside the teacher to plan suitable teaching activities appropriate to the needs of child with SEN, these strategies will be implemented with the child and a review meeting will be held to monitor and assess the progress which has been made and the next steps in learning for the child.

#### Stage 2:

For children with greater levels of need or when expert advice is required the SENCO is responsible for seeking help and support from external agencies and professionals. Targets will then be set for the child which are measurable and show impact of interventions or they show how school is acting on advice from outside agencies, based on the evidence we have taken from formative and summative assessments. When a child continues to find it difficult to make progress and their needs are greater than Stage 1 or Stage 2 provision, the SENCO will look at Stage 3 provision and begin gathering evidence to put forward an EHCP needs assessment request. This will be done in consultation with the child, parents/carers and the class teacher. This will only be completed when school have accessed advice from relevant agencies and specialists and the child continues to find it difficult to make progress.

Parents are encouraged to communicate regularly with their child's school/early education provider, and alert them to any concerns they have about their child's learning or provision, fulfil

their obligations under home-school agreements which set out expectations of both parties, and support their child's learning and interact or undertake activities which will encourage learning

### The EHC Plan Process/Stage 3:

#### Requests:

An assessment can be requested by a child's parent/carer over the age of 16 or a person acting on the behalf of a school.

Consideration: Following a request for assessment, the Local Authority must determine whether a statutory education, health and care assessment is necessary, make a decision and communicate its decision to the child's parent.

Coordinated Assessment and Planning: Children, young people and families should experience well-coordinated assessment and planning leading to timely, well-informed decisions.

Timescale: From assessment to issue, the process should take no longer than 20 weeks.

Decisions to not issue an EHC Plan: Following assessment, if the Local Authority decides that a statutory EHC Plan is not necessary, it must notify the relevant parties and give the reasons for its decision. This notification must take place within 16 weeks of the initial request.

Writing the EHC Plan: Local Authorities should have regard to a number of principles and requirements when preparing an EHC Plan. The format of the EHC Plan will be agreed locally but must contain national elements.

Personal budgets with EHC Plans: A personal budget is an amount of money identified by the Local Authority to deliver all or some of the provision set out in the EHC Plan. Young people and parents of children have a right to ask the Local Authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC Plan. Personal budgets should reflect the holistic nature of an EHC Plan and cover the special education, health and care services specified in the plan as appropriate. The provision to be delivered through a personal budget will be set out as part of the provision specified in the EHC Plan. The personal budget can include funding from education, health and social care.

Finalising and Maintaining the EHC Plan: When changes are suggested to the draft plan and agreed by the Local Authority and the parents or young person, the draft plan should be amended and issued as the final plan as quickly as possible.

Specific age ranges: A Local Authority should conduct EHC assessments for children under compulsory school age when it considers that the special educational provision required to meet the child's needs cannot reasonably be provided from within resources normally available to mainstream early years providers, or when it seems likely that the child will need an EHC Plan in school.

When children are attending an early years setting, the Local Authority must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC Plan, as they would for older children. Where a young person is of compulsory participation age, an EHC Plan should be maintained for them if they are excluded from an education or training setting.

Transferring EHC Plans: When the responsibility for a child or young person with SEN changes from the Local Authority maintaining the EHC Plan (the old authority) to another Local Authority, the old Authority must transfer the EHC Plan to the new Authority. EHC Plans can be used for on-going monitoring of progress and can be reviewed regularly in whole or in-part, particularly when agreed dates for specific outcomes to be achieved have been reached before an annual review is due. A plan must be reviewed and enough time must be allocated to complete this review when moving through phases of education to allow for planning and commissioning at the new institution.

Re-assessments: The review process will enable changes to be made to an EHC Plan so it remains relevant to the needs and outcomes desired for the child or young person.

#### The Pupil-centred approach

We will provide the child with clear information about the purpose of any assessment, or intervention, help the child to understand and agree the outcomes of any intervention and how they can be a partner in working towards targets, explain clearly what additional support or assessment arrangements are being made and how the child can contribute to them, consult the child who need individual support to ensure that it is provided in a timely and sensitive way and enable them to participate fully in learning, ensure that the child understands the role and contribution of other professionals, draw upon the experience of any local pupils support services if appropriate, ensure that the child has access to a designated member of staff with whom they can discuss any difficulties or concerns, be aware that many children may already be in contact with other professionals in child health, mental health, social services.

#### Meeting Children's Needs on the SEN Register:

All teachers are responsible and accountable for carrying out high quality and accurate formative assessments on all children and young people in their care. Teachers are responsible for delivering high quality teaching which includes differentiation and intervention strategies. Teachers are responsible for raising concerns they have about the progress of a child or young person to the School SENCO and to the parents or carers of the child.

The SENCO and the teacher will use evidence taken from formative assessments to create a 'Pupil Profile' detailing the strategies and interventions which will be implemented to support the child with SEN. Children with SEN will have their own targets which are specifically focused on their area of need. The Pupil profile will detail the strategies and interventions which are being used with the child. The class teacher will complete a provision map for the class identifying the specific areas of need for the cohort of children they are teaching. The child will have regular 'Mentor' meetings with the class teacher to discuss the progress which has been made with each target. The class teacher with the support of the SENCO is responsible for setting targets for each individual child and for the record keeping and evidence of progress which has been made towards the shared and desired outcomes. Targets for the children will be reviewed termly. It is the role of the School SENCO in conjunction with the class teacher to plan appropriate targets for SEN children, design appropriate strategies and activities which are to be used to support the child in overcoming their barriers to learning and to review the progress and outcomes which have been achieved as a result of the interventions, strategies and approaches which have been used. This cycle will then recommence to continue the learning journey for the child until the deficit in attainment has disappeared.

The teacher, with the support of the SENCO will share the targets of the child and the desired outcomes with parents and carers. A clear definition of the role of child, the teacher, the SENCO the parents or carers will be shared and understood by all in order to overcome the key barriers to learning which the child is experiencing.

A clear time frame will be given for the targets a child is working on and a review for teacher, parents and carers will be scheduled to discuss the progress which has been made. The review of the child's progress will involve: the child (when appropriate) the teacher, the SENCO and parents or carers.

If a child continues to make no progress, the school will need to consider expertise and outside agencies which need to be involved in the child's education. When a child is receiving SEN support, the school will meet with parents termly, to set clear goals, discuss the activities and support which will help them to achieve, review progress and identify responsibilities of the parent, the child and the school. Parents' views will be sought and they will be fully informed. The child's views will be sought where possible. Records and monitoring for children who have SEN will be kept accurate and up-to-date by the SENCO.

The SENCO and class teacher will be provided with advice and resources to support the child from outside specialists. These resources could be: additional teaching time, classroom assistance, and

new strategies or teaching aids.

#### Early Years

When a child is aged between 2 and 3, early years practitioners must review progress, and provide parents and/or carers with a short written summary of their child's development, focusing in particular on: communication and language; physical development, personal, social and emotional development. Early years will adopt a graduated approach: a cycle of assessment, planning and reviewing their actions in increasing detail and with increasing frequency to identify the best way of securing good progress.

#### **Key points found in the Local Offer from Central Bedfordshire:**

[https://www.centralbedfordshire.gov.uk/migrated\\_images/local-offer\\_tcm3-14494.pdf](https://www.centralbedfordshire.gov.uk/migrated_images/local-offer_tcm3-14494.pdf)

1. Support which is available to all children and young people with SEN from universal services such as schools.
2. Targeted services for children and young people with SEN who require additional short term support over and above that provided routinely as part of universal services.
3. Specialist services for children and young people with SEN who require specialised, longer term support.
4. Advice for mainstream schools and colleges, including academies and free schools and how they must use their best endeavours to secure the special educational provision called for by a child's or young person's needs
5. The Local Authority's local offer as a description in broad terms of the special educational provision early years providers, schools and full range of post-16 providers and other institutions which they are expected to provide from their own budgets to support children and young people with SEN
6. The Local Authority's arrangements for providing top-up funding for children and young people.
7. Information about how to request an EHC assessment for an EHC plan.

At Thomas Johnson Lower School we endeavour to make provision for all children with SEN. It is the responsibility of the School SENCO to seek advice and expertise from external agencies, professionals and the Local Authority. The class teacher and the SENCO will work closely to inform parents and carers of children with SEN of the strategic plans which are being implemented where external agencies and professionals are involved.

It is the responsibility of the SENCO, in collaboration with the class teacher, to complete and share with parents and carers all referral documentation which is completed about a child with SEN, when seeking additional support from external agencies and professionals.

#### **Criteria for Exiting the SEN Register:**

Children who have completed the Assess, Plan, Do and Review cycle and who no longer require additional support or provision will remain under close monitoring to ensure that underachievement does not recur. Teachers will then continue to carry out robust assessments of all children.

#### **Supporting Children and Families:**

The Local Authority has detailed information available to all parents and carers of children with SEN which can be found on the Central Bedfordshire website. This information includes;

1. SEND Support Plans
2. Education, Health and Care Needs Assessment Plans
3. Information on Health Services which are available
4. Information on Leisure and Recreation Opportunities
5. Contacts for help and advice for parents and carers
6. Information on Education
7. Information on Social Care
8. Information on Adult and Social Care Services
9. Information on Money and Benefits
10. Information on Legislation and Statutory guidance

### **The School Information Report:**

Thomas Johnson's School Information Report can be found at the following web address

<http://thomasjohnsonschool.co.uk/>

The School Information Report explains:

1. Who is the named member of staff responsible for the Co-ordination of Special Educational Needs
2. The responsibility of other adults working Thomas Johnson Lower School and their roles
3. The provision available at Thomas Johnson Lower School
4. Provision maps explaining how staff are deployed in class rooms, the level of support given and specific provision allocated for particular groups of children
5. A link to the Local Authority's Local Offer – to gain quick access to services and provision which is offered by the Local Authority
6. A definition of SEND
7. The Graduated Response
8. Hyperlinks to information about specific areas of SEND
9. Monitoring and Assessment techniques used at school
10. Methods of communication for teachers, the SENCO and parents and carers
11. Sign posts to local support groups

### **Transition:**

Children with SEN are offered a suitable number of transition experiences appropriate to their needs. The class teacher, in close liaison with the SENCO plan suitable opportunities for the children with SEN to visit new classes, experience new routines or visit other feeder schools. The SENCO communicates the needs of the children with SEN in regular transition meetings involving other professionals to ensure they are well informed about the needs of all children.

### **Supporting Children at School with Medical Conditions:**

Thomas Johnson Lower School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010.

Some children may have SEN and may have a statement or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

**Commented [SC2]:** This should be defined earlier in the document, at first use.

### **Monitoring and Evaluation of SEND:**

The monitoring and evaluation of SEND is carried out by the School SENCO. It is the role of the SENCO to regularly and carefully monitor and evaluate the quality of SEN provision which is offered to all children with SEN. The SENCO is responsible for; observations of teaching both teachers and support staff working with children with SEN, offering parents and carers of children with SEN, teachers and children with SEN the opportunity to complete questionnaires and short interviews based on the provision which is offered across the School, ensure that person-centred planning is carried out by teachers and that robust assessments are carried out to identify underachievement for SEN children and young people, produce well-costed provision maps to ensure the School is using funding in the most effective way, and complete regular case studies on children or young people with SEN to develop clear strategies for managing the needs of children and young people with SEN. The regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

### **Training and Resources:**

All mainstream schools are provided with resources to support children with additional needs, including children with SEN and disabilities. Schools have an amount identified within their overall budget, called the notional SEN budget. This is to provide high quality support for all children and young people with SEN. Schools are not expected to meet the costs of more expensive support from their core funding. They are expected to provide additional support which costs up to the nationally prescribed threshold per child/student per year.

The SENCO is responsible for organising suitable training opportunities for all members of staff. The SENCO leads staff through the self-evaluation process and professional development needs of teachers and teaching assistants are identified. The SENCO will then plan INSET for staff to and evaluate the measurable impact this has had on the teaching and learning which is taking place in school.

The SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND. The SENCO uses up-to-date information produced by valuable sources such as NASEN and The Key.



**Links to External Agencies which may be able to offer support and advice to parents and carers of children with SEN:**

Parent Partnership, offering independent, free advice for parents of children with SEND:

IPSEA (Independent Parental Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk)

The National Autistic Society [www.autism.org.uk](http://www.autism.org.uk)

Bedfordshire Educational Psychology Service <http://www.centralbedfordshire.gov.uk/learning/local-offer/education/sen/psychology.aspx>

Bereavement support: <http://www.cruse.org.uk/>

CAMH - <http://www.fis.bedford.gov.uk/details.aspx?record=84698> – The Child and Adolescent Mental Health support team

Paediatricians - <http://www.bedfordhospital.nhs.uk/paediatrics>

Occupational Therapists -

[http://www.bedford.gov.uk/health\\_and\\_social\\_care/disabilities/occupational\\_therapy.aspx](http://www.bedford.gov.uk/health_and_social_care/disabilities/occupational_therapy.aspx)

Physiotherapists - <http://www.bedfordhospital.nhs.uk/paediatric-physiotherapy>

**Storing and Managing Information:**

All staff at Thomas Johnson Lower School recognise that information about children or young people with SEN is confidential.

**Accessibility:**

We operate an 'open-door' policy at Thomas Johnson Lower School. We welcome parents and carers of all children to come into school and discuss issues, concerns or successes with members of staff. Specific meetings with individual professionals can be organised when requested. The SENCO offers information and support sessions to parents and carers of children with SEN. Information for parents and carers is emailed or texts are sent to ensure all parties are informed.

The main part of the school has access for children with physical difficulties with a ramp to access the main building, the library, and the After School Club. The main school building has disabled toilet facilities.

**Dealing with complaints:**

These will be in accordance with the schools complaints procedure.

Decisions about provision for children and young people with SEN or disabilities should be made jointly by providers, parents, and children and young people themselves, taking a person-centred approach, with the views of children, young people and parents taken into account when those decisions are made.

Relations between education, health and social care services and parents and young people should be marked by open communication so that parents and young people know where they are in the decision-making process, their knowledge and experience can be used to support good decision-making and they know the reasons why decisions have been made.

Parents and young people should be given information and, where necessary, support so that they can take part in decision-making and complaints processes. Support can be provided by statutory or voluntary organisations.

Local authorities must make known to parents and young people the possibility of resolving disagreements across education, health and social care through disagreement resolution and mediation procedures and education, health and social care providers should have complaints procedures which, along with details about appealing to the tribunal, should be made known to parents and young people through the Local Authority's information, advice and support service.

**Anti-Bullying:**

Please see School Policy on Anti-Bullying within our **Behaviour Management Policy**.