



# Springfield Junior School

## Special Educational Needs and Disability (SEND) Policy

Original policy written by	Karen Short
Updated by	Mrs Rebecca Tree
Date	May 2019
Ratified by Governors	
Issue number	2
Date for review	May 2020
Signed Chair of Governors/ committees	
Signed Head teacher	

### **At Springfield we will:**

- ❖ Make every effort to achieve maximum inclusion of all pupils whilst meeting individual pupil's needs
- ❖ Provide access to a broad and balanced curriculum differentiated in accordance with levels of ability and maturity.
- ❖ Enable children to be happy and feel secure.
- ❖ Enable children to gain confidence and build self esteem.
- ❖ Help children establish good relationships with staff and each other to develop socially and to work co-operatively.
- ❖ Ensure that children achieve their potential and become independent learners.
- ❖ Include children into mainstream activities through a programme designed to consider their ability and maturity.

**School SENDCo:** Mrs R Tree

**ERS Teacher:** Mrs L Shaw

## **Our Responsibilities:**

### Special Needs and Disabilities Co-ordinator (SENDCo)

- ❖ SENDCo encourages and supports all teachers.
- ❖ Inform the Headteacher of day to day operation of the school's SEND policy.
- ❖ Liaise with county admissions regarding SEND children.
- ❖ Liaise with and advise fellow teachers.
- ❖ Co-ordinate provision for children with special needs, including directing Teaching Assistants (TA).
- ❖ Maintain the schools SEND Support Register.
- ❖ Oversee records on all pupils with SEND.
- ❖ Liaise with parents of children with SEND.
- ❖ Liaise with external agencies.
- ❖ Contribute to staff development.

### Teachers

- ❖ Teachers should identify and meet the needs of all children in their class.
- ❖ Follow and adhere to the SEND FLOW CHART (see page 7).
- ❖ Complete appropriate SEND checklists to help identify specific children's difficulties and submit these to the SENDCo.
- ❖ Keep accurate up-to-date records of SEND children's needs and progress
- ❖ Write individual targets for Pupil Profiles, as directed by the SENDCo.
- ❖ Contribute to reports for outside agencies.
- ❖ Contribute to reports for EHCP Annual Reviews.

## **Specialism**

The school has particular expertise in catering for children with autistic spectrum disorder (ASD). As an Enhanced Resource School (ERS), TA support as needed as well as a dedicated provision for pupils with autism; Jaguar Class. Enhanced Resourced status allows the majority of children with SEND to be integrated and educated alongside their peers, in a way which is personalised and flexible.

## **Admission Arrangements**

The LEA initiates, in consultation with parents, the placement of children with Education, Health and Care Plans (EHCP's) at Springfield Junior School.

The LEA, on an annual basis moderates, funds and determines the number of SEND placements it has initiated at Springfield. At present there are 8 'Enhanced Resource Places'.

## **Jaguar Class Entry Criterion**

*Children must:*

- have a diagnosis of ASD or MLD
- have an EHCP

*These children might:*

- exhibit high levels of anxiety
- become too upset or distressed to cope in a mainstream classroom because of the pace of work
- have sensory difficulties which mean they cannot access a mainstream classroom such as sensitivities to sound, light, touch or smell so need a safe, calm and quiet environment to work
- be working below the age related expectations
- be working at age related expectations but have little independent thought, poor comprehension or conceptual skills which impede progress
- require over and repeated learning in order to improve their skills
- need to access a curriculum in a different or individualised way
- need augmented communication strategies such as PECS, or signs and symbols.
- have patterns of distress or coping behaviour which regularly disrupt a mainstream classroom

*Most 'Jaguar' children* will be encouraged to access whole school activities, such as assemblies, lunchtime and special events.

Some '*Jaguar*' children will be expected to attend as many mainstream lessons or activities as they will tolerate. Those lessons must have significance or relevance to the child's learning and progress.

## **Assessment Places**

Children without and EHCP but with an ASD diagnosis or Communication and Interaction needs (as outlined in SEND Code of Practice 2014) may be admitted in order to assess their needs to inform an application for EHCP assessment.

## **Accessibility**

The school is accessible to wheelchair users and although not every classroom is accessible there is flexibility within the organisation so that the needs of individual children can be met. There are toilets for the disabled on site as well as a dedicated changing area which houses a hoist and adjustable changing bed.

The school is fortunate to have a swimming pool, which is also equipped with a hoist for entering the pool.

TA support is available in all classrooms for as much time as is deemed appropriate to meet the needs of the children with SEND.

## **Inclusion**

Springfield is wholly committed to the principle of including children with SEND into mainstream classes whenever possible and appropriate. The requirement to undergo SATs may be disapplied for children with an EHCP if their individual needs prevent them from completing SAT's or children do not achieve the required academic level by Year 6.

Children are able to work alongside their peers by following differentiated work programmes and sharing common experiences that can be used to fulfil different learning objectives. Individual Pupil Profiles are used to address relevant objectives for pupils with EHCP's or those on our School Support Register (SSR).

## **Transition Arrangements**

At Springfield

- ❖ We encourage parents to accompany their child for several visits to allow the child to become familiar with the staff and other children in their class and to give the opportunity for parents and staff to discuss the child's needs and enable them to work together closely in the future.
- ❖ The SENDCo/ERS Lead attends Annual Reviews of Y2 children with EHCP'S
- ❖ SENDCo/ERS Lead attends transition meetings with Y2 and Y7 staff each year as well as at other times for children transferring mid Key Stage.
- ❖ Y3 staff hold conferences with Y2 staff in Summer term to discuss the children's histories and educational progress.
- ❖ The children are invited to attend Springfield for a visit to tour their new school and to meet their teacher.
- ❖ Parents and children with special needs are invited to school and meet the Headteacher and the SENDCo prior to admission.
- ❖ SENDCo/ERS Teacher liaises with Y2 and Y7 staff to individualise transition arrangements for SEND children.

## **Parents as Partners**

It is essential for parents and school to work together. This provides continuity and consistency for the children. We have an 'open door' policy and welcome parents any reasonable time, or by appointment.

The initial point of contact for parents who have concerns about their child's progress will be the class teacher. The class teacher will inform the SENDCo of the concerns raised, who will then inform the Headteacher.

## **Liaison with Outside Agencies**

We liaise with many agencies on a regular or occasional basis these include:

- ❖ CAMHS
- ❖ Community Paediatrician
- ❖ School Nurse
- ❖ Paediatric Physiotherapist
- ❖ Speech and Language Therapist
- ❖ Paediatric Occupational Therapist
- ❖ Educational Psychologist
- ❖ Service for Hearing Impaired
- ❖ Service for Visually Impaired
- ❖ Service for the Physically Impaired
- ❖ County Behaviour Support Service
- ❖ Holbrook Outreach Centre for Autism
- ❖ Local SEND Team

At Springfield Junior School we adhere to current SEND Code of Practice (2014) and Derbyshire Guidance to ensure we fulfil all statutory obligations to meet the needs of all pupils.



## SEND Flow Chart

