



Springfield Junior School

Special Educational Needs and Disability (SEND) Policy

Original policy written by	Mrs Karen Short
Updated by	Mrs Rebecca Tree
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Signed Chair of Governors/ committees	
Signed Head teacher	

Introduction

Our SEND policy (and separate information report) aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy (to be read in conjunction with the information report) is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

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.

Headteacher: Mrs Sue Hughes

School SENDCo: Mrs Rebecca Tree

SEND Governor: Mr Jason Jones

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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

The SEND Code of Practice identifies four broad areas of need:

- ***Communication and Interaction***
 - For example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- ***Cognition and Learning***
 - For example, Dyslexia, Dyscalculia, Dyspraxia
- ***Social, Emotional and Mental Health***
 - For example, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Depression
- ***Sensory or Physical***
 - For example, Visual Impairment, Hearing Impairment, Processing Difficulties, Epilepsy

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 dis-applied for children with an EHCP if their individual needs deem it necessary.

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).

Roles and responsibilities

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor will:

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

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school and have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and linked Information Report

Enhanced Resource Provision

The school has particular expertise in catering for children with autistic spectrum disorder (ASD). As an Enhanced Resource School (ERS), we have 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. The LA, on an annual basis moderates, funds and determines the number of SEND placements it has at Springfield. At present (2019-2020) there are 8 'Enhanced Resource Places'.

Admission to Jaguar Class

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

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.