



**UPLANDS JUNIOR SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**  
**January 2019**  
**Review date: January 2020**

**HEADTEACHER:** MRS S WEBSTER-SMITH

**SENDCo:** Miss N J Handscomb Bed Hons; Post Graduate for Special Educational Needs Coordination (National Award for Special Educational Needs Coordination).

**GOVERNOR with RESPONSIBILITY FOR CHILDREN with SEND** – MRS Debbie Anslow.

This policy has been written in conjunction with the UN Convention on the Rights of the Child article 2 -protection from discrimination, article 6 – development of the child, article 13 – freedom of expression, article 23 - Right to special education and care and article 28 - right to good quality education.

This policy has been reviewed in response to the new Code of Practice for Special Educational Needs and Disability (SEND). The principles of the Code center on a process known as the 'graduated approach'. The four actions are:

1. **Assess:** the class teacher and SEND Co should clearly analyse a pupil's needs before identifying a child as needing SEN support
2. **Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEN support
3. **Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date

At Uplands, these changes are managed in the following way:

Where teachers have initial concerns about a child's progress, they will begin the process of increased differentiation, intervention and information gathering. Wave 2 interventions (see appendix) may be used at this stage.

SENS Plan - Action

Where concerns or problems remain despite increased differentiation by the class teacher, advice and support of the SEND Co will be sought, who will be involved with the staff in setting specific targets as part of a Special Education Needs Support Plan (SENsp). Particular teaching strategies or resources are identified and Wave 2 interventions will be used. Parents will be involved in discussion with the class teachers and SEND Co. The targets will be reviewed termly and new targets set as appropriate.

SENS Plan - Extra

Where concerns persist, in discussion with parents and teachers, the SEND Co will request, via a referral, support from MASH (Multi-Agency Support Hub) in order to devise a new SENS Plan. Advice from the Special Needs Support teachers or the

Educational Psychologist will be sought, to decide how best to support children at this stage. Particular teaching strategies or resources are identified and Wave 3 interventions (see appendix) will be used. Targets will be reviewed termly.

### **The needs of most children will be met within the levels of SEN Action and SEN Action Extra**

#### Education Health and Care Plan (EHCP)

Children will only reach this level if the L.A. (Local Authority) decides to initiate a EHCP after scrutinising the information sent by the SEND Co to the Statutory Assessment Panel (SAM panel). Should a child receive an EHCP it will identify the stated need and the interventions and resources needed. The targets will be reviewed termly through the normal school procedures. The needs identified in the EHCP will be reviewed annually with all those involved with the child.

Identifying a child's level of need by placement at a particular level is the best way of ensuring their needs are being met. Progress is reviewed termly and children move from level to level according to their changing needs. Where concerns lessen and problems are overcome children move off SEN procedures.

#### MONITORING

Monitoring of pupil progress and setting targets will take place at the termly reviews.

#### REVIEW

A review of the child's progress will take place termly with all those involved with the child - namely:

The child

The parents

The child's teachers and support staff

The SEND Co

Outside agencies where applicable.

### SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY AND IMPLEMENTATION

This document is a statement of the intent, principles and strategies for the provision of education of children with SEND at Uplands Junior School. It is intended that the policy be flexible in order to accommodate the changing needs and resource needs of children with SEND

- SENS Action: the class or subject teacher identifies and consults with the SEND Co.
- SENS Extra: the teacher and the SEND Co are supported by outside agency involvement.
- ECHP (Education Health Care Plan): the LA issues a formal Educational Health Care Plan after statutory assessment procedures have been successfully completed.

#### 1. Introduction

At Uplands, we are committed to offering an inclusive curriculum to ensure the best possible progress for each of our pupils whatever their needs and abilities.

#### 2. Intent

The intentions of this policy are:

- To identify pupils with SEND, assess these needs and ensure that their needs are met.
- To ensure that pupils with SEND have equal access to all the activities within the school.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of their child's special needs and that there is effective communication between all parties involved in the child's progress.
- To ensure that learners express their views and are fully involved in decision which affect their education.
- To promote effective partnership and involve outside agencies when appropriate, ensuring that all partners are aware of their responsibilities.
- to create an environment that meets the special educational needs of each child;

### 3. Inclusion (refer to the Inclusion Policy)

3.1 Through appropriate curriculum provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language, numeracy and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### 4. Special Educational Needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. Many children may have special needs at some time in their school life.

4.2 The types of SEND needs are:

- Cognition and learning
- Communication and interaction
- Social, Emotional, and Mental Health
- Sensory and/or Physical

#### The SEND Co's role

In our school the Special Educational Needs Designated Co-ordinator (SENDCo):

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- meets termly with all those involved with the child (see above) in order for teachers to review progress against the child's Special Educational Needs Support Plan and set new targets

- at other times the SEND Co will be alerted to newly arising concerns by the class teacher and classroom assistants
- will be responsible for completing any referral forms and reports as required
- will arrange and conduct Annual Reviews of children with Education Health and Care Plans (EHCP) and also be involved in the transition process at Year 6/7 and Year 2/3
- supports and advises colleagues on matters relating to SEND
- maintains the school's record of children with SEND
- contributes to and manages the records of all children with special educational needs
- manages the school-based assessment of SEND children and completes the documentation required by the outside agencies and the LA
- acts as the link with parents
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- act as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body
- manages a range of resources, human and material, linked to children with special educational needs.

## 5 Roles and Responsibilities (1)

- 5.1 Statutory duties will remain the responsibility of the Governing Body.
- 5.2 The SENCO will co-ordinate the provision of education and support for children with SEND and will keep the Headteacher and governing body informed.
- 5.3 All staff will be responsible for the identification and assessment of children within their care and for the provision of appropriate teaching methods and materials. Professional skills such as classroom organisation and time management will be based on integration within each year group and withdrawal as needed.
- 5.4 The SEND Co will liaise collaboratively with teachers, classroom assistants, parents and outside agencies. The SEND Co will also manage the audit system and policy.
- 5.5 All staff are entitled to training and support from within the school and from the LA to enable them to work with a wide range of pupil ability and need.
- 5.6 There will be a process of identification and assessment which may lead to placement at Action and where appropriate, Action Extra or in a few cases an EHCP, enabling monitoring and review, resulting in the provision of appropriate support where applicable.
- 5.7 Parents will be consulted to provide information and support and to work in partnership with the school and their children.
- 5.8 Positive pupil involvement will be encouraged and their views will be actively sought wherever possible.
- 5.9 Provision of resources will remain in accordance with the delegated funding which will be used to its maximum effect.

## 6. Roles and Responsibilities (2)

Provision for pupils with SEN is a matter for the school as a whole. However, particular responsibilities are as follows:

6.1 The Governing Body has a legal responsibility for children with SEND. School governors are required, to the best of their ability, to ensure that children with SEND in the school are receiving an education which is appropriate to them, including consulting with the LA and governing bodies of other schools where necessary. They must ensure that everyone teaching children identified as having SEND knows about these needs and how they are met. The governors must ensure that everyone in school understands the importance of identifying children with SEND and providing for them. A report is made annually for the parents on the SEND policy.

6.2 The governing body has decided that children with SEND will be admitted to the school in line with the  
School's agreed admission policy.

6.3 The headteacher has responsibility for the day-to-day management of all aspects of the school's work include  
including provision for children with SEND and for keeping the Governing Body fully informed.

6.4 The SENCO will:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children with SEND;
- support and advise colleagues;
- maintain the school's record of children with SEND;
- contribute to and manage the records of all children with SEND;
- complete any documentation required by the LA and outside agencies;
- ensure links with parents;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- act as link with external agencies and other support agencies (see Appendix A for a directory of names);
- monitor and evaluate SEND provision and report to the governing body;
- manage a range of resources, human and material, linked to children with SEND.

7. The Teaching Staff will:

- follow the school's procedures for identification and assessment of children within their care.
- be responsible to the headteacher for the provision of appropriate teaching methods and materials.
- liaise with the SEND Co, classroom assistants and/or appropriate agencies.
- keep appropriate records.
- be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

8. Admission Arrangements

8.1 The admissions arrangements are as specified in the school prospectus and LA admission policy.

8.2 Our Accessibility Plan is on Uplands School website

## 9 Allocation Of Additional Resources To And Amongst Pupils With SEND

- 9.1 The SEND Co is responsible for the operational management of the specified and agreed resourcing for special needs provision for children with EHCP.
- 9.2 The headteacher informs the governing body of how the funding allocated to support SEND has been used.
- 9.3 The head teacher and the SEND Co meet annually to agree on how to use funds for pupils with SEND and EHCP.

## 10 Identification and Assessment Arrangements And Review Procedures

- 10.1 Procedures will comply with the specifications detailed in the new Code of Practice for SEND September 2014.
- 10.2 It is essential that early identification be made of a child's individual needs. These may already be identified in the child's record prior to joining Uplands.
- 10.3 If not, the class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 10.4 The class teacher and the SEND Co assess and monitor the children's progress in line with existing school Practises.
- 10.5 The SEND Co works closely with parents and teachers to plan an appropriate programme of intervention and support that is additional to or different from the school's usual differentiated curriculum.
- 10.6 The children's targets reflect as far as possible their participation in the whole curriculum of the school. The class teacher and the SEND Co can break down the targets into smaller steps in order to aid progress and provide detailed and accurate indicators. (For useful assessment tools used at Uplands see Appendix A.):

## 11 Approach to teaching Pupils and Access To The School Curriculum

- 11.1 At Wave 1 - all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
  - understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 11.2 At Wave 2 - Teachers use a range of strategies to meet children's additional needs. Programmes such as PT(Precision teaching), RWI (Read Write Inc). Lessons have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 11.3 At Wave 3 – Special Educational Needs Support Plans Plans (SENSP), which employ a small-steps approach, feature significantly in the provision that we make for children with SEND. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 11.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times though when, to maximise learning, the identified children will work in small groups, or in a one-to-one situation outside the classroom.

## 12 Provision

We support SEND children's engagement in physical activities through, access to school trips, PE clubs and a cool kids club.

### 13 Children with Social, Emotional and Mental Health needs.

13.1 It is recognised that a social, emotional or mental health need may hinder a child's learning and full access to the curriculum. In such cases specific targets are set on the child's SENSP.

13.2 Support is given through an in school specialist. We also liaise closely with parents and outside agencies.

### 14 Able Children

14.1 This policy recognises that able children may also have a special educational need if this hinders their learning and access to the curriculum. Provision is made depending on their area of need.

### 15 Management and Use of Support

15.1 Classroom Assistants take individuals or groups for specific tasks and activities planned in partnership with the class teacher in order to reinforce and support learning. Although the most appropriate approach is to work with a child within the classroom as a fully participating member of the group, there may be times when, for a variety of reasons, individuals or groups of children may need to be withdrawn for a short period.

15.2 The services of external agencies will be secured so that a full multi-disciplinary approach will ensure the best outcome. They are as follows:

- Specialist SEN teachers.
- The Psychological Service
- The Education Social Work Service.
- Hearing Impaired Service
- The Parent Partnership Team
- The Looked After Children Education Team
- Occupational Therapy
- Outreach Services – Tettenhall Wood - for Autistic Spectrum Disorders  
Pennfields - for generalised learning difficulties  
Penn Hall - for pupils with mobility difficulties

### 16 Transition and Liaison

16.1 Provision is made for Year 3 staff at Uplands and Year 2 staff at Westacre to discuss any issues regarding children with SEND. Year 2 children also make a visit to Uplands to see their new school, teacher and classroom. The SEND Co's from both schools also maintain close contact to ensure a smooth transfer for children with SEND. In Year 6, visits are made from various secondary school staff in order that they may become familiar with potential new pupils including those with SEND. Year 6 pupils make visits to secondary schools for either a whole or half day to sample lessons, routines and facilities. Year 6 staff and the SEND Co liaise with secondary school staff to transfer records and discuss learning support and needs for children with SEND.

16.2 Uplands School welcome links with health and social services, educational welfare services and any voluntary organisations as necessary. Such visitors

who may see children on a regular basis outside or during school hours are invited to discuss and offer advice to class teachers and, where possible, to the SENDCo.

## 17 Partnership with Parents and External Agencies and Pupils

17.1 The needs of children with SEND, are most effectively met where school, pupils and parents work in partnership together.

17.2 Parental involvement will be sought at every level of learning support by:

- encouraging an 'open door' policy to listen to and act upon initial concerns
- seeking parents' opinions and knowledge to help in identifying individual needs

17.3 Seeking parents' assistance and involvement in target setting, the review process and supportive action taken at home.

17.4 Parents will be kept informed through:

- informal discussion
- the review process
- the governors' annual report
- the school prospectus
- The school website

17.5 The school will advise parents of any difficulties pupils may be experiencing, make any referrals necessary following consultation with parents, and record any communication and action taken. Parents are welcomed to work alongside staff in school.

17.6 The school intent is to liaise closely with all appropriate External Agencies in order to support children with SEND. These include:

- Education Psychological Service
- Special Needs Support Team
- the Health Authority (all branches)
- the Education Social Work Service
- Social Services
- Advisory teachers
- The Area Team
- The Healthy School's Team
- The Parent Partnership Team
- The Looked After Children Education Team

17.7 Pupils will be encouraged to be involved in developing and reviewing their SENSP through discussion wherever possible.

17.8 For information regarding disagreements between separated parents (who both have parental responsibility) please see our 'Separated Parents Policy' on the website.

## 18 In-Service Training for Staff

18.1 All staff, and in particular the SEND Co, have availability to courses run by the LA and regional colleges and universities to update their knowledge with respect to SEND according to CPD needs. Information and new knowledge acquired on such courses is then disseminated to all staff in after school meetings. Further whole staff training is also catered for during school INSET activities and Staff Meetings.

18.2 An audit of staff expertise will be carried out regularly and results disseminated.

## 19 Monitoring and Evaluation

19.1 The SEND Co monitors the movement of children within the SEND system in school. The SEND Co provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

19.2 The SEND Co is involved in supporting teachers involved in drawing up SENS Plans for individual children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings.

## 19 Criteria for Evaluating the Success Of The SEN Policy

20.1 Regular reviews with feedback from all parties including staff and governors concerned with the education of children with SEND.

20.2 Ensuring that resource arrangements correlate with the needs of the child.

20.3 Involvement of parents in supporting SENSP and reviewing process wherever possible.

20.4 Regular focus on children with SEND and their progress in curriculum in termly progress meetings between teachers and the SEND Co.

20.5 Full integration of pupils with SEND into school life.

## 21 Complaints Procedure

Arrangements for complaints about SEND provision are as follows:

21.1 Parent to report complaint to class teacher within the first instance, secondly to the SEND Co and if there is no resolution the Headteacher.

21.2 If the action does not resolve the grievance/concern it may then be taken up by the governors following the school's complaints procedure.

## 22 SEN and Disability Act (2001) and Disability Discrimination Act (DDA) 2005

Uplands is committed to complying with the clear definition of disability as detailed in the DDA 2005, which is as follows:

- a physical or mental impairment which has an adverse effect on the person's ability to carry out day-to-day activities
- the effect of the disability must be substantial (that is more than minor or trivial)
- long term (that is has lasted or is likely to last for at least a year or for the rest of the life of the person)
- the effect must be adverse
- Impairments to be considered are: sensory impairments, fluctuating medical conditions (such as epilepsy, rheumatoid arthritis and muscular dystrophy), heart conditions, dyslexia, dyspraxia, Autistic Spectrum, learning difficulties (moderate and severe), mental health conditions and personality disorders, (including self – harming), the effects resulting from injury to body or brain functions.

Every reasonable effort will be made to comply with the requirements of the Acts particularly with regard to planning strategically to improve access, for pupils with physical and sensory disabilities, to both accommodation and the curriculum.

Facilities that are currently available are:

- A ramp at the main entrance
- Disabled parking bay
- Lift to access the dining area, ICT room, Staff Room, After School Club.
- Handrails on the stairs
- Toilet specially adapted and equipped for disabled personnel.
- Advice from Outreach Services such as Penn Hall Special School for PE, Pennfields Special School for Generalised Learning difficulties, Tettenhall Wood for Autistic Spectrum Disorders and Kingston House Pupil Referral Unit for EBD for activities and resources to promote inclusion.
- Differentiated curriculum
- School Council
- Peer Supporters
- Digital Ambassadors
- Rights Respecting Ambassadors
- Circle Time and PSHE
- Adapted classroom environments, where necessary
- Flexibility of the management of staff to suit the changing needs of the SEN children.
- Differentiated resources

## APPENDIX A

### OUTSIDE AGENCIES

Physiotherapist  
Occupational Therapist  
Parent Partnership Service  
Speech and Language Therapy (SALT)  
Sensory Inclusion (Visual)  
Sensory Inclusion (Hearing)  
Art Psychotherapist  
Penn Hall Outreach Mobility issues  
Tettenhall Wood Outreach ASD  
Pennfields Outreach Global Development Delay  
Looked After Children (LAC) Team  
Local Authority Officers  
Educational Psychologist:  
Specialist teachers

**Wave 2 interventions** are often targeted at a group of pupils with similar needs. Programmes such as ELS or Springboard would be regarded as **Wave 2 interventions**. to provide highly tailored **intervention** to accelerate progress or enable children to achieve their potential.

**Wave 3** - Specific targeted approaches for children identified as requiring **SEN** support (on School Action, School Action Plus or with a Statement of special educational needs).