



CURIOUS CHILDREN  
GROWING MASSIVE MINDS

**Maidenbower Junior School**  
**Special Educational Needs and**  
**Disabilities Policy**

<b>Approved by:</b>	Head teacher, SLT and Full Governing Body	<b>Date:</b> September 2017
<b>Last reviewed on:</b>	November 2020	
<b>Next review due by:</b>	November 2021	
<b>Version number:</b>	3	

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The Special Educational Needs (SEN) and Disabilities policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Behaviour policy
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy

### **Aim**

At Maidenbower Junior School we are committed to

- Offering an inclusive curriculum and environment to enable every pupil to have full access to a broad, balanced and relevant curriculum.
- Identify ways in which pupils with Special Educational Needs and/or disabilities can fulfil their potential (SEND).
- Ensuring that all pupils with SEND fulfil their potential.
- In accordance with the aims of our school we believe that all pupils should have equal opportunities, irrespective of gender, race, faith or disability.

### **Definition**

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'  
(SEND Code of Practice 2014, p15 xiii)

Children have a learning difficulty or disability if they

- Have significantly greater difficulty in learning than the majority of children 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.

### **Principle**

- Every pupil with SEND should have their specific needs met.
- Pupils with SEND should be provided with a broad, balanced and relevant education.
- The views of the pupil and parents/guardians/carers should be sought and taken into account.
- Pupils with SEND will be, where possible, fully integrated into the whole school and class room activities.
- The school has responsibility to modify the environment and plan the curriculum for pupils with SEND.

Each member of staff has a professional responsibility for addressing the needs of **all** pupils in their class.

### **Admission Arrangements:**

Admission for pupils with SEND will be the same as for all pupils wishing to attend Maidenbower Junior School. For children with EHCP's admission will be as a result of agreement between the LA and the Governing body.

Our Special Needs Policy and procedures aim to provide a graduated approach to the identification and assessment of pupils with special educational needs in our school. We have provided a full response to the SEND Information Report for our school in a separate published document.

Our school is aware of its obligations under the Disability Equality Duty. The school is designed to be fully accessible to all areas and provides toilets for the disabled in the central area of the building, in the SSC and in the Studio at the end of the school.  
*Schedule 1 Regulation 51 (Special Needs and Disability Regulations 2014)*

The SEND Policy has also been prepared under Paragraph 3 Schedule 10 of the 2010 Equality Act.

### **The Launchpad - Special Support Centre for Children with Autism**

This is located within the school building and is funded to support pupils with an Education Health Care Plan (EHCP) with a principle diagnosis of autism who County have recognised require specialist teaching. A place in the SSC is granted via the Special Educational Needs Assessment Team (SENAT).

**Learning Lead:** Mr. Chris Buckley

### **Definition, Roles and Responsibilities**

SENCo/Inclusion Manager:                      **Mr Stephen Turnbull**  
(Line Manager: Mrs Jenkins- Head Teacher)

SEN Governor                      :                      **Tracy Difrancescomarino**  
Roles and Responsibilities

### **The Governors are responsible for:**

- Appointing a qualified teacher to ensure that proper provision is made for children, who may have some or substantial learning difficulties, attending our school
- Liaising with the Head teacher over the arrangements made by the school for children who require special help or arrangements.
- Inform parents of the name of the designated Governor and how she/ he can be contacted.
- This designated Governor will work closely with the SENCo to learn more about the working practice within the school, and
- Ensuring that the school has an approved Special Needs Policy.
- Ensuring that the school has a Special Needs Co-ordinator.
- Ensuring that the school has procedures for identifying and assessing the needs of children with learning difficulties.
- Ensuring that an appropriate proportion of the school's resources are allocated to meet identified special needs.

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- Ensuring that parents are familiar with the school's policy for special needs.
- Ensuring that appropriate strategies are developed to implement the principle of parents as partners in their child's learning.
- Ensuring that any child who has a statement for special educational needs is as fully integrated into the normal classroom activities as possible.

**The Head teacher has responsibility for:**

- Ensuring that the SEN policy is implemented.
- Ensuring that the SENCo and SEN Governor are informed of current issues and provisions.
- Attend interviews with parents as necessary.
- Ensuring that training opportunities have been correctly identified and carried out for all support staff, including lunch time supervisors, so that there is a consistent approach to the support for all children with identified special needs.
- Ensuring that actions made by the SENCo meet the needs of all children with special needs.
- Ensure that any child who has a statement is as fully integrated into class based activities as possible.

**The SENCo has responsibility for:**

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with the full range of special educational needs.
- Liaising with, identifying training opportunities, advising teachers and other staff on classroom strategies, differentiation and programmes that support individual learning styles to access to the curriculum.
- Advise and assist in planning any modifications to the curriculum for individual children while maintaining a broad, balanced and relevant education.
- In discussion with Year Leaders develop the teaching assistant's expertise in supporting children with specific learning needs and provide such resources/training as necessary.
- Supporting teaching and teaching assistants, through discussion, on the organisation of agreed provision for individual children with special needs.
- Contribute, through INSET and support staff training, to training where all staff continue to develop their expertise in supporting SEND children with special needs and remain informed of the latest developments.
- Organising planning and other meetings, with relevant external agencies providing such information, gathered from class teachers and other sources, as to the development and progress of children with special needs.
- Advising class teachers/ parents/ teaching assistants how recommendations from external agencies will be met as IEP targets and/ or additional resources.
- Planning and leading Annual reviews for children with an Education Health Care Plan within the mainstream.
- Advising the Head teacher of any Annual Review recommendations and submitting the appropriate documents to involved agencies and parents.
- Supporting, on a day-to day basis, children with more challenging behaviour/ emotional difficulties and continue to develop their specific pastoral care.
- Developing co-operation, liaison between home and school, and the vital role of the parent in supporting their child's education.

### **The class teachers are responsible for:**

- Ensuring quality first teaching is embedded in planning, the classroom practice and environment.
- Taking into account different learning styles and adapting their teaching and resources to ensure all pupils are enthusiastic and motivated learners.
- Keeping such detailed and accurate records that will inform identification or progress for pupils with special needs.
- Ensuring that special arrangements, for children with identified needs, are carried out in their classroom.
- Keeping parents informed of their child's progress, including any concerns or actions discussed with SENCo.
- Informing SENCo, and any other adults concerned about an individual child, about their progress or information that has been given by parents of the child.
- Providing such information, on -going teacher assessments or discrete data that will lead to the reviewing or writing of SMART targets in line with the school's assessment policy.
- That the views of the child, as the learner, are listened to and that they develop a sense of pride in themselves as they achieve each target in their learning journey.
- Complete such paper work as required.

### **Teaching assistants (TA)**

- The role of teaching assistants is detailed in general and pupil sections of the job description.
- Their line manager is the upper / lower Assistant Head who direct the level of support they provide for each class/ pupil.
- The TA will report the daily progress of SEND pupils to class teachers, and keep such notes as to monitor a pupil over time as agreed as a year or between teachers which will guide adaptations and/ or modifications to daily planning to ensure learning in rapidly progressing.
- The TA will promote independence in learning and self-care whenever possible and where appropriate.

### **Pastoral support**

Our aim is to work collaboratively with parents, to actively listen to and fully involve them in decisions about their child's learning, their emotional and social development. Providing the right level of support can significantly affect the child's emotional development and perception themselves as a learner and valued member of a social community.

Pastoral support is provided in a number of ways:

#### Your child's class teacher

- Class teachers are in a unique position of being available at all times of the day. It is part of their role to guide the children as social and educational learners. They know them socially, emotionally and developmentally within the school environment.
- However you know them as parents, have supported and guided them since birth and have a wealth of knowledge for us to understand the understand your child in a *holistic* way (whole person)

### Peers and peer mediators

It is well documented that children learn well from friends, new friends and older pupils within the same school. We actively encourage this through

- 'buddy' systems for behaviour or social support,
- peer mediators who are trained to support conflicts on the playground without adult intervention and
- play leaders who help teach children (who may find unstructured periods of the day difficult to manage and need guidance to keep themselves and other's safe) to play games during unstructured sessions.

### Lunch time supervisors

- Learning outside the classroom is vital and its importance is sometimes undervalued. On a day to day basis the role of a lunchtime supervisor is to ensure the physical safety of the children and to report any incidents that may affect the child's ability to engage in learning during the afternoon.
- Of equal importance, however, is that of pastoral care where their role is to guide and support each child's ability to feel emotionally and socially included.

### Designated adults:

Small groups support, in the lower school, for children who may be more vulnerable

### SENCo:

Offering support and guidance for pupils experiencing specific, short term emotional/behavioural difficulties.

### School counsellor, Pastoral TA's and ELSA:

We have a counsellor available one day a week and pastoral TAs who are available most afternoons. All of our pastoral TA's have accessed counselling courses and are overseen by the school counsellor. Access to the counsellor or Pastoral TA's is via a request from either the class teacher, the SENCo, Deputy Heads or the Head teacher. We also have a fully trained 'ELSA' (Emotional Literacy Support Assistant) to work with children on a range of emotional issues that children may face on a day to day basis.

### External agencies

At the request of the school and with full parental participation, agencies may work with children and their family in school or at home. Parents may also request an Early Help Plan which can also access a range of services.

### **Complaints procedure**

Staff and SENCo (Special Needs Co-ordinator) aim to work closely with parents of all children. The parents are fully involved in every stage of their child's education and we actively encourage communication between parents and children. However procedures are in place should parents feel unhappy with any aspect of their child's provision:

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### **Head teacher**

- Parents may request a meeting to express their concerns. The Headteacher will then meet with SENCo and/or class teacher to investigate the parental concerns/complaint. A further meeting will then take place with parents to form a time bonded Action Plan or clarify current action undertaken by staff.

### **Governors**

- Should parents continue to be concerned they have a right to formally approach the Chair of Governors by letter. Any complaint will then be investigated and a formal meeting organised and/or letter sent in reply with time bonded actions and named persons responsible for monitoring the outcome.

### **Parent Partnership**

- This is an independent, external group whose role is to support parents when approaching the school with any concerns particularly when they feel confused by jargon or school procedures. They also support parents who feel they need to approach County with concerns about their child's education or provision.

Signed by:



**Elaine Jenkins**  
**Head teacher**

Signed by:



**Pat Wright**  
**Chair of Governors**