



## Meadowhead Community Junior School

### SPECIAL EDUCATIONAL NEEDS and DISABILITIES

The person responsible for overseeing the provision for children with SEND is;

**Mrs A Chadwick (Head Teacher)**

The person co-ordinating the day-to-day provision of education for pupils with SEND is;

**Miss T Davies (SENDCo)**

***However, provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.***

***We firmly believe - All teachers are teachers of children with special educational needs.***

This updated policy reflects the changes in the SEND Code of Practice: 0-25 years (2015) guidance.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health, and Care Plans (EHCPs).

The BwD SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Blackburn with Darwen that have an Education, Health, and Care Plan and those who do not have a plan, but still experience some form of special educational need. The BwD SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors.

[www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)

## **Definitions of Special Educational Needs and Disabilities (SEND) taken from Section 20 of the Children and Families Act 2014**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **1. Aims and objectives**

#### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEN Code of Practice (2015).

#### **Objectives**

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Monitor the progress of all pupils to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with Laura Duckworth, our Pupil Wellbeing Coordinator, to support both parents and children in and out of school.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include the BwD SEND Support Service (SENDSS), Educational Psychology Service, Speech and Language Therapy, East Lancashire Child, and Adolescent Service (ELCAS), Mental Health in School's team and BwD SENDCo Network group.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, external visits, school plays and sports activities.

School will meet the needs of all children with a range of SEND – this can include children with any of the following conditions and more; Autism, ADHD, Dyslexia, Dyspraxia, Dyscalculia, Oppositional Defiance disorders, Attachment disorders, Difficulties with cognition and learning, Social, emotional and mental health difficulties and so on.

School operates a philosophy and practice of encouragement, praise, and reward to acknowledge effort and boost a child's self-esteem. To do this each class uses an interactive reward system called 'Class Dojo.' As well as this, a whole school Golden Award assembly is held every Friday, to which parents/carers are invited and children's efforts, progress and achievements are publicly celebrated.

## **2. Identification of pupils needs**

The purpose of early identification is to work out what action the school needs to take to support pupils and we use a graduated approach as follows:

- All teachers demonstrate Quality First Teaching practices on a day-to-day basis.

- Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored. This is classified as 'wave 1.'
- Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The Local Authority's document 'The graduated response' in mainstream schools will help staff to do this effectively. This document can be found here: [https://search3.openobjects.com/mediamanager/blackburn/directory/files/graduated\\_response\\_in\\_mainstream\\_schools.pdf](https://search3.openobjects.com/mediamanager/blackburn/directory/files/graduated_response_in_mainstream_schools.pdf)
- Parents will be consulted and informed fully at every stage of this process and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Parent's evenings are used to monitor and assess the progress being made by children.

### **3. Monitoring and Evaluation of SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the decision will be added to the SEND register. This is classified as 'wave 2.'

Pupils may be identified as having needs linked to one or more of these four broad areas of Special Educational needs;

- Communication and interaction
- Cognition and learning
- Social Emotional and Mental health
- Sensory and or Physical difficulty

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- **Assess • Plan • Do • Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services may also be considered along with any assessments carried out. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

#### **4. Criteria for exiting the register**

If a pupil makes accelerated progress and is no longer significantly behind their peers, they may be removed from the register. When this occurs, we will continue to monitor their progress in the short term to ensure the gains made are maintained.

#### **5. Referral for an Education, Health, and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of professionals from education, health, and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)

## **Education, Health, and Care Plans [EHCPs]**

a) Following Statutory Assessment, an EHC Plan will be provided by Blackburn with Darwen Local Authority if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **6. Access to the curriculum**

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group intervention is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets in the form of an Individual Learning Plan (ILP) that motivate pupils to do their best and celebrating achievements at all levels.

## **7. Evaluating the success of provision**

Pupil progress will be monitored on a termly basis in line with school tracking systems. ILPs will be evaluated, and new targets will be written to ensure the pupil makes progress.

SEND provision and interventions are recorded on an individual provision plan, which are updated when the intervention is changed. These are monitored by the SENDCo/Senior Leadership Team to ensure that pupils have made good progress. This helps to identify whether provision is effective.

## **8. Inclusion of pupils with SEN**

The Head teacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils from external support services through regular meetings.

## **9. Admission arrangements**

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place within the school if it is available.

Children with additional educational needs and disabilities are considered for admission to the school on the same basis as for children without additional educational needs.

There are two classes for each year group; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Prior to starting school, parents/carers of children with a Statement of SEND (or one that is pending), in the form of an EHCP will be invited to discuss the provision that can be made to meet their identified needs.

## **10. Incorporating disability issues into the curriculum**

We recognise the importance of increasing the awareness of all disabilities throughout school; we do this through our PSHE curriculum and assemblies. We address a range of topics from exploring different types of disabilities to how we can approach and support children with different disabilities.

## **11. Listening to disabled pupils and those identified with additional needs**

We encourage the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.



We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews; through preparation and making the information and meeting itself accessible and unthreatening.

The staff has ongoing training opportunities on issues relating to communication and listening skills.

### **12. Working with disabled parents/carers**

We recognise that there will be several disabled parents/carers of children within the school, and we work hard to try to ensure they are fully included in parents'/carers' activities. We also make sure that we hold parents'/carers' meetings in the Hall that is accessible where necessary.

When a child starts at the school, we ask the parents/carers about their access needs and then send notes/newsletters home in the required format. For some parents/carers we ensure that we have regular telephone contact, as this is their preferred method of communication.

### **13. Disability equality and trips or out of school activities**

We try to make all trips inclusive by planning in advance and using accessible places.

All children are welcome at our preschool and afterschool activities.

### **14. Facilities for pupils with SEN**

The school is fully wheelchair accessible. We have a wet room within school with disabled facilities and changing facilities. There is also a designated disabled parking space in the car park.

Within school we use ICT to support pupils learning and have a variety of ICT programmes that also aid pupils' access to the curriculum, including Clicker 8, IDL and Nessy Learning.

### **15. Allocation of resources for pupils with SEND**

The school budget includes money which is designated to support pupils with additional needs. How this is allocated is planned by the head teacher and SENDCo

in consultation with class teachers. This is regularly reviewed for effectiveness. Support will change depending on the progress being made and the need of each pupil. Sometimes, outside agencies and other professionals may be involved in providing support or on advising on what support to give. The types of support available may include adapted resources in the classroom, specific targeted intervention programmes, specialist input from professionals such as an educational psychologist and advisory teachers, specialist software for use on laptops, Chromebooks or other alternative recording devices, support from an additional adult.

### **16. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and cluster meetings.

We recognise the need to train all our staff on SEND issues. The SENDCo ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. We review and develop our training considering the needs of the pupils in our school.

### **17. Links to support services**

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

### **18. Working in partnerships with parents**

The school believes that a close working relationship with parents is vital to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost

parents of pupils with SEND to the Local Authority Information and Advice Support Service (SENDIASS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

### **19. Keeping Children Safe in Education Act 2023 (KCSIE)**

The updated Keeping Children Safe in Education Act (2023) states how children with SEND are more vulnerable to all types of abuse. As a school we recognise that children with SEND can face additional safeguarding challenges. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO or the named person with oversight for SEND in school. School will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Further information can be found in the department's:

- [SEND Code of Practice 0 to 25 years, and](#)
- [Supporting Pupils at School with Medical Conditions.](#)

And from specialist organisations such as:

- [The Special Educational Needs and Disabilities Information and Support Services \(SENDIASS\).](#) SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service ([councilfordisabledchildren.org.uk](http://councilfordisabledchildren.org.uk))
- [Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

The school aims to reduce children’s risk and keep all children safe, including those with SEND. Individual Learning Plans (ILPs) will be written by class teachers and the SENCO for children with SEND to ensure appropriate support is in place and actions are being taken to reduce the risk of harm for learners with SEND. Where staff have concerns over a child’s safety, they will use CPOMS to log any incidents or concerns and in more serious cases, they will speak with the DSL immediately.

Children who require support with their emotional or mental health will have access to specially trained staff - Emotional Literacy Support Assistant (ELSAs). We also have a designated ELSA, Miss Regan. Our ELSA trained staff will offer early help by planning interventions and will carefully monitor the mental health needs of our children. The Designated Safeguarding Lead (DSL), SENDCO and Pupil Well-Being Coordinator (PWBCO), Miss Laura Duckworth, will also support children who appear to be struggling with their mental health and if necessary, make appropriate referrals the Mental Health in School Practitioner. For more information, please see the school’s Safeguarding Policy. These actions ultimately will aim to reduce the vulnerability of all children, including SEND pupils and ensure Miss Laura Duckworth, Ms Rachel Blackledge or Mrs Allison Chadwick who will be able to offer support and resolve any issues which you may have.

## **20. Complaints procedure**

Parents/carers are asked to speak to the class teacher in the first instance but if the concerns cannot be resolved then please contact the SENDCO or the Head Teacher. If the matter is not resolved then parents should contact the SEND Governor, Frances Malloy in writing. If following this action, the matter remains unresolved then subsequent recourse can be taken through the LA Area Office in Blackburn.

Adopted/Ratified:	July 2023
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Review Frequency:	Annually
Review Date	July 2024
Signed (Chair of Governors)	
Signed (Head Teacher)	