SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AND REPORT

THE LEGAL FRAMEWORK

The Harris Junior Academy Carshalton SEND policy is written with regard to:

- The Education Act 1996
- The SEN Code of Practice 2014
- DfES Formal Guidance 6/94
- The Special Educational Needs and Disability Bill 2001
- Children’s and Families Act 2014

AIMS

The aims of our special educational need and disability policy and practice in this school are:

- To be an inclusive school providing quality teaching to all children, with all the staff being responsible for ensuring inclusive provision for all activities throughout the school day.
- To identify pupils with special educational needs and disabilities (SEND) assess these needs and ensure their needs are met.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that pupils with SEND join in with all the activities of the school.
- To ensure that quality teaching is provided, with all members of staff trained in delivering an appropriate curriculum to meet the needs of pupils with SEND.
- To ensure that all learners make the best possible progress.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To ensure school works in partnership with parents, with parents being given information, and encouraged to express their views, in order to participate fully in decisions which affect their child's education.

ADMISSION TO Harris Junior Academy Carshalton

Harris Junior Academy Carshalton is a co-educational junior school and has an open enrolment policy. The Academy will ensure that pupils with SEND are admitted on an equal basis with others in accordance with its Admissions Policy.

Where an LA proposes to name the Academy in a Statement of Special Educational Needs or an Education, Health and Care plan made in accordance with section 324 of the education act 1996, the Academy shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children.

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In deciding whether a child’s inclusion would be compatible with the efficient education of other children the Academy shall have regard to the relevant guidance issued by the Secretary of State to maintained schools. In the event of any disagreement between the Academy and the LA, the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State’s determination shall be final.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

A child is considered to have SEN if they have a learning difference that requires special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difference or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

Pupils with SEND include:

a) Pupils with general learning difficulties whose progress has fallen behind that of their peers
b) Pupils with specific learning difficulties who have difficulty acquiring specific literacy and numeracy skills, in relation to their cognitive ability.
c) Pupils with emotional and behavioural difficulties who are hindered in their progress, academically and socially, due to these difficulties.
d) Pupils with physical or sensory impairment.
e) Pupils with Speech and Language or other communication needs.
f) Pupils on the Autistic Spectrum.
g) Pupils with visual, hearing or other sensory impairments.

ORGANISATION OF SPECIAL EDUCATIONAL NEEDS AT HARRIS JUNIOR ACADEMY CARSHALTON

Harris Junior Academy Carshalton will use its best endeavours to ensure that provision is made for those who need it. We believe, in line with the SEND Code of Practice 2014, that special educational provision is underpinned by high quality teaching which is the responsibility of all our staff.

The person with overall responsibility for special educational needs Harris Junior Academy Carshalton is the Principal, Mr Lee Robertson.

Responsibility for the day to-day co-ordination of SEND is delegated to the Inclusion Manager, Miss Kate Wood.

The Governor with responsibility for SEND is Mr Marvin Saverymuthapulle.

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ROLES AND RESPONSIBILITIES

For pupils:
- To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self-evaluation and review.

For Parents and Carers:
- To become actively involved in working with the Academy to support their child’s academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

For Teacher:
- To plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to the National Curriculum at a level that challenges all pupils to reach their full potential.
- To ensure that pupil specific strategies are used in the lesson planning process.
- To monitor the academic progress of pupils with SEND and contribute to reviews as requested.
- To make referrals to the SEND team where there is any concern identified.
- To work in collaboration with the SEND department to develop resources and ensure effective use of support, including partnership teaching.

For Support Staff:
- To support specific children with their learning and individual needs.
- To assist the class teacher in planning for, and meeting the needs of, the children they support.
- To attend and contribute to inclusion meetings.
- To assess pupil progress and keep records of their work.
- To enable children with SEND to play and socialise successfully in the playground.
- To liaise with colleagues to support children with SEND and meet their learning and individual needs throughout the school day.

For Phase Leaders and Curriculum Leaders:
- To provide information on how to include and support children with SEND in their curriculum policy.
- To ensure fully differentiated quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.
- Providing advice and support to colleagues in meeting children’s particular needs, specific to their expertise.
- To monitor, evaluate and review the quality of teaching and learning across the subject area, with regard to pupils with SEND.
- To monitor the academic progress of pupils with SEND across the curriculum ensuring that the identified strategies are in place.
- To make referrals to the SEND team where there is any concern identified.

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For the Inclusion Manager

- To maintain and update the academy’s SEND profile.
- To establish systems that ensure statutory requirements are met for SEND.
- To oversee the day-to-day operation of the school’s SEND policy.
- To co-ordinate provisions for children with SEND.
- To liaise with and advise colleagues.
- To deploy staff and resources according to the needs of the pupils.
- To liaise with parents of children with SEND.
- To contribute to the in-service training of staff.
- To liaise with external agencies including the LA’s support and educational psychology services, health and social services and voluntary bodies.
- To write a termly report to the Governing body on progress.
- To agree a programme of professional development with the Academy Leadership Group that will ensure all staff have the knowledge, skills and understanding to support those students with SEND.

For the Academy Leadership Group:

- To ensure statutory requirements are met by the Academy.
- To inform the Governors of SEND policies and provision.
- To liaise closely with the Inclusion Manager.
- To ensure that SEND continues to be a focus in the Academy Improvement Plan.
- To establish a programme of professional development to raise staff awareness and their capacity to make improvements to planning, teaching and learning at all levels so that the Academy will ensure a quality education for students of all abilities.

For the Governors:

- To appoint a nominated Governor for SEND.
- To review and agree the SEND policy annually.
- To determine the school’s policy and approach to provision for children with SEND and ensure that the school is accountable for the provision it makes.
- To establish the appropriate staffing and funding arrangements.
- To report to parents annually on the Academy’s policy on SEND.

IDENTIFICATION AND ASSESSMENT

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion.
- A pupil asks for help.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.

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Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory/Physical

Where a pupil is identified as having SEND Harris Junior Academy Carshalton strives to remove barriers to learning and put effective special educational provision in place. In line with the SEND Code of Practice 2014, SEND support follows a four-party cycle to ensure a child’s needs are fully understood and what they require to support them in making progress is put in place. This is known as “the graduated approach”. The 4 areas of this approach are Assess, Plan, Do and Review.

Assess

When a concern is raised about a child by a teacher or parent, the SEND team will carry out observations and analysis of the pupil’s needs. This will include:

- Drawing on teacher assessment and experience of the pupil.
- The child’s previous progress and attainment.
- Other subject teacher’s assessment where relevant.
- The child’s development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil’s own views.
- If relevant, advice from external support services.

This assessment will be monitored and reviewed as an ongoing process. This will ensure that support and intervention are matched to the child’s need, barriers to learning are identified and overcome and strategies and intervention that support a child’s learning are in place.

Plan

Where it is decided to provide a pupil with specific SEND support, the child’s parents will be formally notified. This will take place after the SEND team has had a consultation with the parent and pupil about adjustments, interventions and support that will be put in place, along with expected impact on progress, development and behaviour.

All teachers and support staff who work with pupils with specific needs, will be made aware of their needs and will be provided with specific strategies that support their individual needs.

Do

The class or subject teacher is responsible for the teaching and learning for every child in their class. Teachers work closely with teaching assistants and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Manager then further supports the class or subject teaching in further assessment and implementation of support.

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**Review**

As part of the review phase, the effectiveness of the support and interventions will be reviewed at an agreed date with the parents/carers and pupils. Progress and areas for development will be shared at the review meeting to aid next step planning.

**School Request for a Statutory Assessment**

For a small minority of children, school SEND support may not be sufficient to meet their needs. In such situations a request for Statutory Assessment can be made to Sutton Local Education Authority, requesting funding for further support. Parents and pupils are fully involved and consulted in making this decision.

Where a child has a statement or an Education, Health Care Plan, an annual review will be completed and documentation will be shared with relevant school staff, parents and the local authority.

**ACCESSIBILITY**

We have ramps to access the building.

If there is a need for your child to be on the ground floor, classes will be moved to accommodate this.

We have a sensory garden, with our school rabbit, which is a quiet area for children to spend time with an adult.

We have also got a sensory area within our library as a space for children to relax and be calm, having time out if needed.

We will make any reasonable adjustments necessary to ensure your child can access all learning and these will be made alongside you as parents and be regularly reviewed.

**SPECIAL PROVISION AND RESOURCES**

Please see the local offer for Harris Junior Academy Carshalton available here: http://localoffersutton.gov.uk/suttonlo/directory_record/119/harris_junior_academy_carshalton/category/22/education

**STAFF TRAINING AND EXPERTISE**

All our staff have been trained in child protection, ASD and teaching for neurodiversity.

We have specialist staff who have completed training in ELSA (emotional literacy support), ASD, speech and language and first aid.

**LINKS WITH OUTSIDE AGENCIES**

Harris Junior Academy Carshalton has close links with many outside agencies that can provide additional support, recommendations and advice. Before liaising with any agency, parents will be

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contacted by a member of the SEND team to discuss a possible referral and what this will entail. The external agencies we work with include:

- The LA Special Educational Needs Support Service
- Behaviour Support Service
- ASD service
- Hearing Impairment Service
- Visual Impairment Service
- Educational Psychology Service
- Educational Welfare Officers
- Health Services
- School Nurse
- Child & Adolescent Mental Health Service

PRIMARY/SECONDARY TRANSFER

Harris Junior Academy Carshalton works closely with both the infant and secondary schools to ensure transitions are well planned and organised to ensure the pupil’s needs are met in their new school and they feel confident about starting in a new school.

COMPLAINTS PROCEDURE

If any parent is concerned about the provision for SEND in the Academy they should contact the Inclusion Manager in the first instance. The Inclusion Manager will deal with the matter or refer it to the appropriate person.

Should the parent not be happy with the outcome, the complaint should be put in writing and addressed to the Principal.

You may also contact the School Governor with responsibility for SEND. His name is Mr Marvin Saverymuthapulle. They can be contacted via the school office.

Support services for parents of pupils with SEN include:

- Sutton Information, Advice and Support Service (Sutton IAS Service) offer independent advice and support to parents and carers of all children and young people with SEND. To contact them you can find their details here: https://www.sutton.gov.uk/info/200247/supporting_disabled_children_and_their_families/533/support_and_information

- Sutton IAS Service will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an Education Health and Care Plan. Independent Supporters aim to provide guidance to parents regarding the EHCP process. You can find a guide to the EHCP process here: http://localoffer.sutton.gov.uk/suttonlo/download/downloads/id/38/statutory_assessment_of_ehc_needs

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For parents who are unhappy with the Local Authority or school responses to their child’s SEND, parents may seek mediation from the regional mediation services. Information on this free service is located at: https://www.kids.org.uk/regional-mediation. The LA’s Local Offer can be found at: http://localoffer.sutton.gov.uk/

Parents and carers can also appeal to the Government’s SEND tribunal if you disagree with the Local Authority’s decisions about your child’s Special Educational Needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available at: https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

EVALUATION OF THE SEND POLICY

All sections of the SEND policy are regularly evaluated by the Academy and updated by the Inclusion Manager annually.

CHAIR OF GOVERNORS’

DATE 1-8-2017

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