

# **SEN Policy and School Information Report 2022**



**Policy Written**

**Date:** 29 November 2022

**Next review due by:**  
**Date:** November 2023

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### **Special Educational Needs and Disability (SEND) Policy**

Paulton Junior School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

Paulton Junior School is part of the Norton Radstock SEN Network which is a partnership of 22 local schools. The fundamental aim of the 'Network' is to support the inclusion of mainstream students with special educational needs. Within this there is an emphasis on improving outcomes for these young people within school and beyond working together to improve provision for children with SEND.

In collaboration with the other schools, our school SEN Information Report has been devised with the Norton Radstock SEN Network and personalized to individual schools. The SEN Information Report is available on our website and there is also a link to BANES Local Offer for parents and children with SEN and Disabilities.

## 1. Aims

Our SEN policy and information report aims to:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

## 2. Legislation and guidance

This policy and 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, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN 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 the 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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The (acting) SENCO is Mrs Sally Rawlings

They will:

- Work with the headteacher and SEN governor (Mrs Sarah Johnson) to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 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 SEN up to date

## 4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN 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

## 4.3 The headteacher

The headteacher, Mr Matt Grosvenor will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Class teachers

Each class teacher is 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

# 5. SEN information report

## 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is

moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Literacy: Rapid Phonics	Dot club (handwriting)	SLIP (Speech and Language)
Dandelion readers	Speed up (handwriting)	Behaviour support keyworker
ACE dictionaries	Petrescu 'Write from the Start' booklet	Young Carers
Ticking Texts	Maths multiplication boost	Nurture zone (lunch)
Sound Discovery	Rapid Maths	Play therapy
Units of Sound	Numicon	CAMHS
SNIP (Precision Teaching)	Number Sense	Mentoring Plus
Daily / priority reader	Maths: Plus 1	School nurse
Nessy -Reading and Spelling	Maths: Power of 2	Lego support
Nessy - Dyslexia Quest / Yeti Mountain	Number Sense	PSA
Active Literacy	Gross motor skills (yoga, ball, track)	SASS (Autism support)
Fonetti	Fine Motor Skills Box	Off the Record
Toe by Toe	ELSA 1:1 (Emotional Literacy)	Friendship/social skills group

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as assistive technology, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

We have 9 teaching assistants who are trained to deliver interventions as detailed in the table above.

Teaching assistants will support pupils on a 1:1 basis or in small groups dependent on the area and level of need and the desired outcome for the pupil.

We work with the following agencies to provide support for pupils with SEN:

Specialist Autism Support Service (SASS)

Behaviour Support Service

CAMHS

Counselling Services

Educational Psychologists

Occupational Therapists

School Nursing Team, Paediatricians and GPs

Social Care teams

Child Protection Officers

Speech and Language Inclusion Partnership

Children Missing Education Officers

Sensory Support Services

Physiotherapy

Parent Partnership

Play therapist

Emotional Health and wellbeing support

Early Help Services

Norton Radstock SEN Network

## **5.9 Expertise and training of staff**

We have a team of 9 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Precision Teaching, Autism support, Mental Health and Speech and Language strategies, social skills and managing emotions.

We use specialist staff for ELSA, Mentoring Plus, Speech and Language, Occupational Therapy, Play Therapy, Behaviour Support Keyworker, Parent Support Advisor, music and motor / movement through sport.

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## **5.10 Securing equipment and facilities**

Overseen by the Head Teacher, the SENCO will work in collaboration with the literacy, maths, computing, PSHE and PE coordinators to securing equipment and facilities to support pupils with SEN.

We effectively utilize the outdoor space, including the Playscape for Forest Schools and the garden as a facility for targeted outdoor learning, sensory support and social skills.

Recommendations of resources from external professionals are utilized.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks

- Using pupil voice on One Page Profiles
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

We ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils in your school.

All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs including the opportunity to run a club in Year 6.

All pupils are encouraged to go on our residential trip(s) to Mill on the Brue / Skern Lodge

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We will always do our best to meet individual need, and make reasonable adjustments, and we are always happy to discuss individual access requirements. We have toilet and changing facilities adapted for disabled users access ramps, lifts and wide doors in most of the school. As part of the annual review of school premises carried out by the LA, accessibility issues are always considered in light of any individual need.

## **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the School Council / Year 6 house captain
- Pupils with SEN are also encouraged to be part of Mindful Monday, Yoga, Gardening, Board games, Running club to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

## **5.14 Working with other agencies**

Parental consent is required and parental and child viewpoint is always sought before referring to an external agency. Our school is part of the Norton Radstock SEN Network as part of a Baseline service agreement for access to an Occupational Therapist (12 Hours), Speech and Language Therapist (5 hours) and Educational Psychologist (by referral). In addition to this the school also has a Speech and Language Therapist via Speech and Language Inclusion Partnership (SLIP) for half a day a week in school.

To support the child and the family, a Parent Support Advisor (PSA) is accessed through a Service Level Agreement at half a day per week.

We are part of the Norton Radstock Behaviour and Attendance Panel, with access to PSA support, Student and Family Support (SAFS), Play Therapy and keyworker support. This is by referral and targets SEMH and emotional support.

We also make referrals and liaise with Early Help Services, social care, Health (school nurse, pediatricians, audiology etc), Sensory Support Service, Specialist Autism Support Service (SASS) and voluntary sector organisations such as Young Carers and Off the Record.

## **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:



- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents of pupils with SEN

Impartial information, advice and support can be accessed via the SEND Partnership Service, the Bath and North East Somerset Special Education Needs and Disability Information, Advice and Support Service:

Telephone Advice Line 01225 394382

Text: 07530 283401

Email [send\\_partnershipservice@bathnes.gov.uk](mailto:send_partnershipservice@bathnes.gov.uk)

Website: [www.spsbathnes.org.uk](http://www.spsbathnes.org.uk)

## 5.17 Contact details for raising concerns

In the first instance please contact your child's class teacher. Our acting SENCO or Head Teacher are also available.

## 5.18 The local authority local offer

Our contribution to the local offer is: <http://www.paultonjuniorschool.co.uk/wp-content/uploads/2021/11/PJS-NR-SEN-Information-Report-Oct21-1.pdf>

Our local authority's local offer is published here: <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

## 6. Monitoring arrangements

This policy and information report will be reviewed by acting SENCO - Head teacher and by SEN Governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions.