



Jotmans Hall Primary School

Special Educational Needs and Disability Policy

March 2016

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BATIC STATEMENT: Jotmans Hall Primary Academy is an active member of the local BATIC (Benfleet and Thundersley Inter-Cluster) group of schools. All of the schools in the group work closely and are committed to providing high quality education for all children with special needs and disabilities in the whole of the local area.



Local provision is very similar as no one school has a particular specialism, in relation to SEN.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 - 25 (July 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT and all staff

Section Two:

Jotmans Hall Primary School Mission Statement

We aim to inspire children to enjoy thinking and learning, enabling them to achieve their potential and provide them with the skills to succeed in the 21st Century.

Ethos:

To attain this, the whole school community will work together to achieve and maintain the right to learn in a safe environment with mutual respect for others.

Aims:

All children should:

- Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
- Have their work and contribution to the school recognised and valued.
- Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
- Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
- Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

As a school we also aim to:

Involve parents as partners in their child's education and to foster links between school, home and the local community.

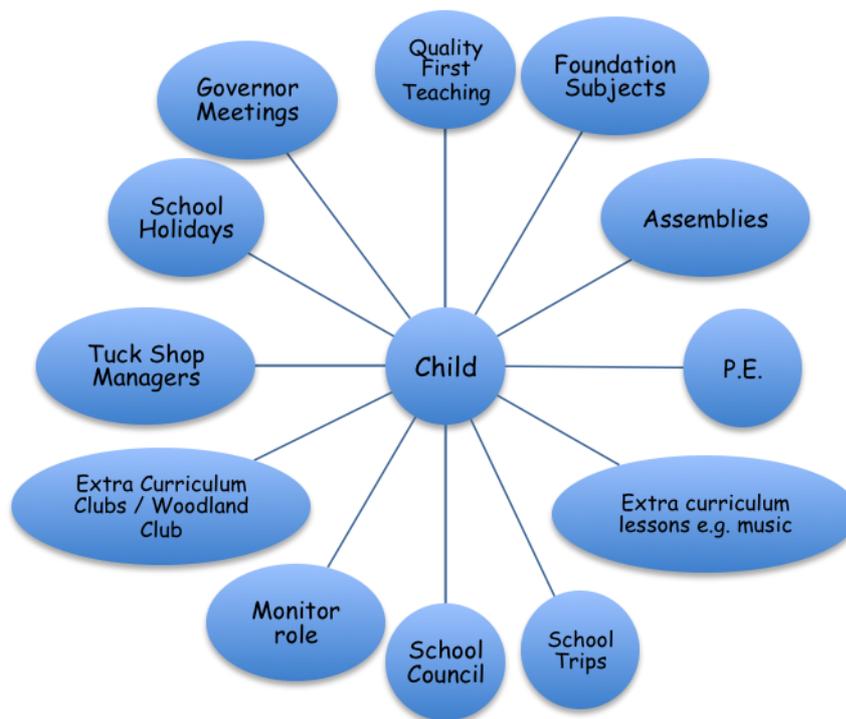


School Ethos for Special Educational Needs and Disability.

We value the contributions made by all pupils, professionals and parents to enhance and maintain our inclusive school community.

Our aims are:

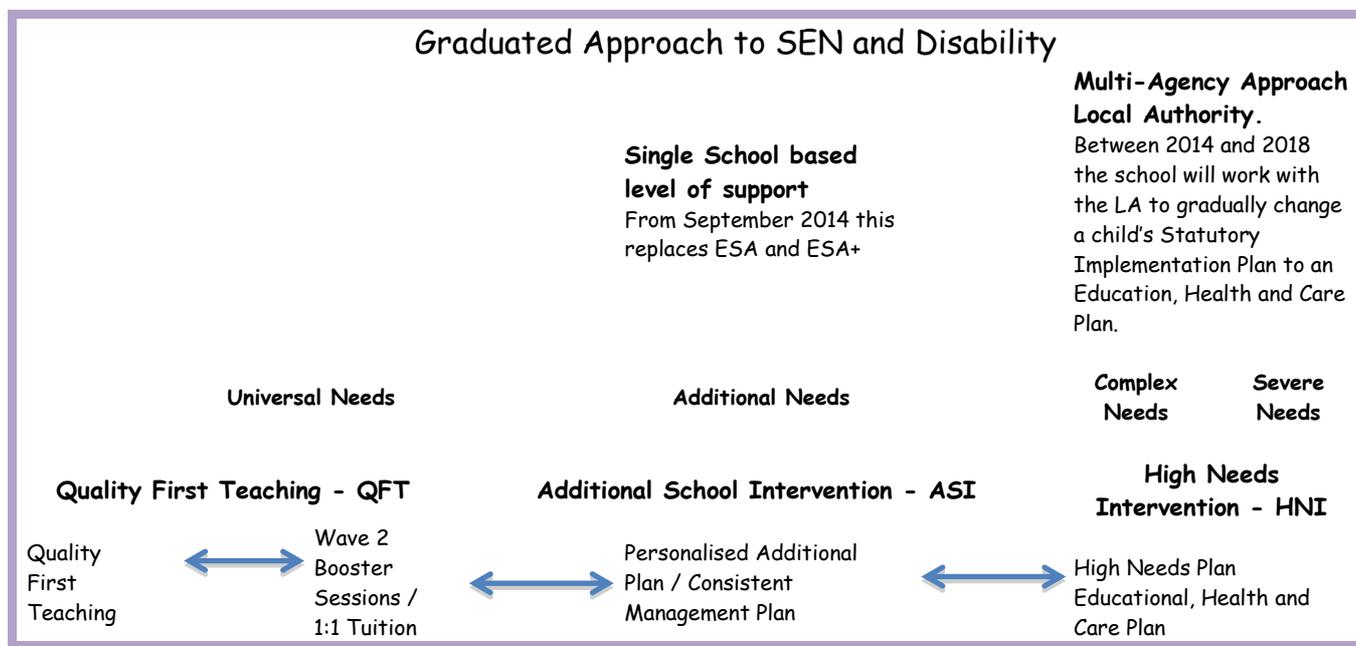
- All pupils with SEN and Disabilities are included in and have access to all aspects of school life and are integral members of the school community.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.



- To appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To support pupils with SEN and Disabilities to become confident individuals living fulfilling lives. We focus on what children can do and developing independent learning strategies.
- To ensure that children with Special Educational Needs and Disabilities are identified, as early as possible and that their needs are accurately assessed and met within the school's resources.
- To provide a broad, balanced, stimulating curriculum for every child regardless of race, gender or ability.
- To create a 'Team Around the Child / One Plan Meeting' involving Parent/Carers, Staff and Outside Agencies to support a child's needs.
- To create a happy, caring community where all feel valued and secure.



- To provide a Special Educational Needs Co-coordinator who will work with the SEN and Disability Policy.
- To ensure that all pupils receive Quality First Teaching and that the needs of pupils who require additional support are met through a graduated approach. Thus ensuring evidenced based accelerated progress towards the planned outcomes that have been set to support the child's needs.



Level of Need	Before September 2014.	From September 2014.
Universal Needs	Quality First Teaching Differentiated Planning	Quality First Teaching Differentiated Planning
	Wave 2 Booster Groups Inclusion Grid	Wave 2 Booster Groups / 1:1 Tuition Inclusion Grid
Additional Needs	Pupils placed on ESA or ESA+ Individual Education Plan Inclusion Grid	Single School Based Support - Additional School Intervention - ASI Personalised Additional Plan. Inclusion Grid
Complex Needs	Local Authority Intervention Statutory Implementation Plan Individual Education Plan	Multi- Agency Approach - Local Authority. High Needs Plan - HNP
Severe Needs	Local Authority Intervention Statutory Implementation Plan Individual Education Plan	Statutory Implementation Plan Education, Health and Care Plan. Between 2014 and 2018 the school will work with the LA to gradually change a child's Statutory Implementation Plan to an Education, Health and Care Plan.



Objectives of the SEN and Disabilities Policy:

- To plan, organise and co-ordinate the SEND provision within the school in line with the SEN and Disabilities current legislation (Code of Practice 2014).
- To coordinate, provide and analyse the support given to children with SEND through the whole school graduated approach - Quality First Teaching, Additional Support intervention and High Need interventions.
- To analyse quantitative and qualitative performance data of SEND pupils through Additional Support Plan (Personalised Additional Plan), Consistent Management Plan and Statement / Education, Health and Care Plan reviews.
- To monitor and improve the quality of teaching pupils of pupils with SEND
- To strategically plan for improvements in SEND provision.
- Liaise and consult with staff, parents and outside agencies including the Local Authority's support and Educational Psychology Services, Health and Social Services and Voluntary Bodies and complete any relevant records or returns.
- Keep up to date the school's SEND policy and where necessary amend and update with legislation and school needs.
- To ensure through in-service training that all staff have a range of teaching skills which include the ability to differentiate for individual needs and recognise the need for early intervention
- To deliver a SEN and Disabilities Evaluation and Development Plan each year.
- To provide support and guidance for Learning Support Assistants with reference to SEND support.
- To provide all teachers with high standard range of resources, so that they can provide quality first teaching and additional support intervention.

We publish our SEN and Disabilities Policy, SEN School Offer, Equality Statement, home-school agreement on our website.

We recognise that children can find the transition from pre-school, or from another school quite daunting. Therefore we welcome visits by any new child who is starting their school and their Parent/Carers, before they start Jotmans Hall Primary School.



Section Three: Identifying Special Educational Needs

Definitions of Special Educational Needs

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;
or

(b) 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 so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Disabled children and young people.

Many children and young people who have SEN may have a disability under the Equality Act 2010.

That is:

'A physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

This definition provides a relatively low threshold and includes more children than many realise:

Long term is defined as a 'year or more'.

Substantial is defined as 'more than minor or trivial'.

This definition includes:

- Sensory impairments - such as those affecting sight or hearing.
- Long term health conditions - such as asthma, diabetes, epilepsy and cancer.
- Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.



The Equality Act 2010

Everyone covered by this Code has duties in relation to disabled children and young people under the Equality Act 2010.

- They must not discriminate against, harass or victimise disabled children and young people.
- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory adjustments must be planned and out in place in advance, to prevent that disadvantage.

Public bodies are also under wider duties to promote equality of opportunity.

Areas of Special Educational Need

Special educational needs and provision can be considered as falling under four broad areas.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Jotmans Hall Primary School we aim to identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child.

Jotmans Hall Primary School also recognises that the following may impact on a child's progress and attainment.

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Serviceman/woman

Children whom the above applies to may not necessarily be placed upon the SEN register. Jotmans Hall Primary School aims to provide these children with quality first teaching and extra support to support their needs e.g. through the Pupil Premium School Action Plan, School Accessibility Plan.

See Section Four for more detailed information concerning the identification of children with special educational needs.



Section Four: A Graduated Approach to SEN Support.

Partnership Ethos - Arrangements for consulting Parent/Carers of pupils with SEN and Disabilities.

At Jotmans Hall Primary School we believe that all teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

All staff at Jotmans Hall Primary School believe, that a positive and caring working partnership between Parent/Carers and all adults in the school is essential for all children to achieve their maximum potential.

Thus we operate an open door approach so that Parent/Carer's concerns and questions are addressed as soon as possible. The SENCO and Class Teachers are available to discuss Parent/Carers concerns between 8.45 a.m. and 8.55 a.m.

At the School Office 'Note to the Teacher' forms are readily available for Parent/Carers to voice their concerns. Class Teachers contact Parent/Carers as soon as possible once they receive these forms.

We welcome the involvement of Parent/Carers supporting their child's needs at home, in class and with specific events or trips. The SENCO and Class Teachers are happy to offer Parent/Carers support with how to support their child's needs at home.

Whole School Parent/Carer meetings.

Pupils entering the Foundation Stage

The KS1 Curriculum and Foundation Stage Leader, Mrs S Warnes and the Headteacher, Mrs N Kadwill, hold a series of meetings with Parent/Carers and new children during the summer term prior to the child's entry into school.

The KS1 Curriculum and Foundation Stage Leader visits local preschool establishments to meet the children during the summer term.

Year One to Year 6

Jotmans Hall Primary School holds a 'Meet the Teacher' meeting in the early part of the autumn term, so that Parent/Carers can discuss the progress and attainment of their child.

During the spring term, there is an opportunity for Parent/Carers to meet with the Class Teacher to look at their children's work and discuss their progress and the results of the spring term assessment week. During this meeting any concerns regarding a child's progress are discussed and strategies are put in place to address these issues.

At the end of the spring term Parent/Carers receive a report detailing their child's progress.

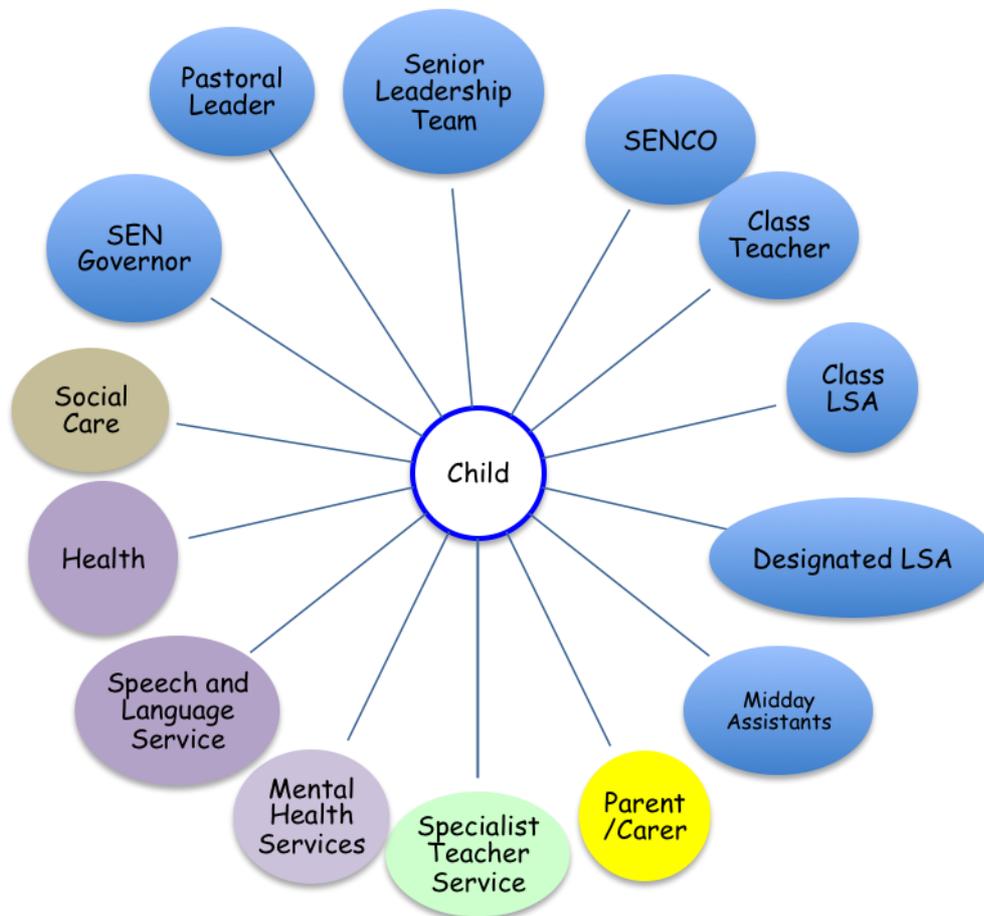
At the end of the summer term every Parent/Carer receives an end of year report giving further information about their child's progress.

In addition to these meetings, the school holds further meetings for those children with SEN and Disability.



Children with SEN and Disability - Arrangements for consulting Parent/Carers.

Jotmans Hall Primary School, Team Around the Child Model.



Senior Leadership Team:

Headteacher, Mrs N Kadwill

Assistant Headteacher, Pastoral Leader, SENCO and Behaviour Leader - Mrs P Lovett

Assistant Headteacher - KS2 and Curriculum Leader - Mrs A Phillips

Assistant Headteacher - KS1, Foundation Stage and Curriculum Leader - Mrs S Warnes

SENCO - Mrs P Lovett

SEN Governor -

All School based members of the Team Around the Child can be contacted by either:

Telephone - 01268 755456

Email:

office@jotmanshall.essex.sch.uk

Admin@jotmanshall.essex.sch.uk

Messages will be forwarded to the relevant member of staff and the Parent/Carer will be contacted as soon as possible.

Specialist Teacher Service - SEBD - Social, Emotional and Behaviour Difficulties / VI - Visual Impairment / PD - Physical Disability / HI - Hearing Impairment / ASD - Autistic Specialist Teacher



Mental Health Services - BATIC Counselling Service / North East London Foundation Trust
- Child and Adolescent Mental Health / CFCS - Child and Family Consultation Service.

Health - GP - General Practitioner / Occupational Therapy / Physiotherapy/ School Nurse Service /
Paediatrician Services

Team Around the Child meetings always involve the Child, Parent/Carer, SENCO and Class Teacher. If Professionals from other agencies are involved in supporting a child's needs, they are also invited to attend the meeting.

If during the course of the Team Around the Child meeting, it is felt that support is needed from another agency, the SENCO will make a referral to that agency or sign post the child's Parent/Carer to these agencies.

There are occasions when the SEN Governor attends Team Around the Child meetings.

Meetings with Parent/Carers

Children entering the Foundation Stage.

Often information concerning a child's SEN and Disability, is received from Parent/Carers, Health Visitor, Pre-school Nursery Leader, the Educational Psychologist Service and other outside agencies prior to a child entering school.

We encourage Parent/Carers and their children to visit Jotmans Hall Primary School during the summer term prior to the child's entry in the autumn term.

Children with Education, Health and Care Plans

If a child has an Education, Health and Care Plan, Jotmans Hall Primary School adheres to a Team Around the Child model, thus before any child with SEN and Disability starts our school, we aim to hold an initial Planning meeting. This initial meeting is attended by the SENCO, Foundation Stage Leader, Parent/Carers and Pre-school staff.

During the meeting information about the child is discussed:

- Their strengths
- Needs
- Likes
- What is important to them
- What people like about them
- Life aspirations
- Dislikes
- Family history
- Support needed - Support and Budget Plan
- Educational history
- Communication
- Independence
- Health and medical needs and which agencies are already involved with supporting the child's needs.
- Social Care Provision



After this initial Planning Meeting, the school will arrange a further meeting and invite the relevant Education, Health and Care Agencies.

This meeting will involve:

- The child
- Parent/Carers
- SENCO
- Foundation Stage Leader
- The child's FS Teacher
- The relevant Education professionals - Specialist Teacher Service
- The relevant Health professionals
- The relevant Social Care professionals
- Any other adult whom the Parent/Carers feel is necessary to providing the relevant support for the child.

The aim of the meeting will be to write the child's High Need Intervention Plan based on the outcomes stated in the child's Education, Health and Care Plan.

The structure of the meeting will be as follows:

Listening and discussing the child's views and qualitative outcomes.

Listening and discussing the Parent/Carers views.

Assess - Information from the initial Team Around the Child meeting will be shared.

Plan - SMART outcomes will be planned (Small, measurable, achievable, realistic, timed)

Do - the support to be provided by all the agencies involved / Evidence based interventions . This may include training for staff who will be supporting the child.

Review - at date will be set for reviewing the outcomes and support devised during this meeting.

The Senior Leadership will meet to discuss staff support arrangements, budget implications and staff training.

The aim of these meetings is to ensure that when a child starts school in the autumn term, all staff are fully aware of the child's planned outcomes and support.

Children who have SEN and Disability - Additional Needs - Single School based level of support - Additional School Intervention - Personalised Additional Plan.

Similar meetings and procedures are in place to support the needs of children who have additional needs.

Often information concerning a child's SEN and Disability, is received from Parent/Carers, Health Visitor, Pre-school Nursery Leader.

We encourage Parent/Carers and their children to visit Jotmans Hall Primary School during the summer term prior to the child's entry in the autumn term.

An initial planning meeting is held. This meeting is attended by the SENCO, Foundation Stage Leader, Parent/Carers and pre-school staff.

Early in the autumn term, once the child has settled into school and has been assessed by their Class Teacher a review and planning meeting is held.

The aim of the meeting will be to write the child's Additional School Intervention, Personalised Additional Plan.

The structure of the meeting will be as follows:

- Listening and discussing the child's views (Pupil Profile) and qualitative outcomes.
- Listening and discussing the Parent/Carers views (Parent Views - this is sent out before the meeting for the Parent/Carers to complete and bring the meeting).



- **Assess** - Information gathered by staff working with the child will be shared. / The Class Teacher will discuss assessments pertinent to the Early Year Foundation Stage profiles - The prime areas of learning: communication and language, physical development, personal, social and emotional development / The specific areas of learning - Literacy, mathematics, understanding of the world, expressive arts and design / Characteristics of effective learning - playing and exploring, active learning, creating and thinking critically. The child's abilities will be assessed using Developing Matters and the EYFS profile assessments - emerging, expected and exceeding levels.
- **Plan** - SMART outcomes will be planned (Small, measurable, achievable, realistic, timed).
- **Do** - the support to be provided by all the agencies involved./ Evidence based interventions This may include training for staff who will be supporting the child.
- **Review** - a date will be set for reviewing the outcomes and support devised during this meeting.

Children with SEN and Disability who attend Jotmans Hall Primary School.

Children who have a Statement Implementation Plan / Education, Health and Care Plan.

In addition to the whole school Parent/Carer meetings, children who have a Statement Implementation Plan / Education, Health and Care Plan, there is an Annual Review and two review and planning meetings.

Each review and planning meeting will aim to involve:

- The child
- Parent/Carers
- SENCO
- The child's Teacher
- The child's nominated Learning Support Assistant
- The relevant Education professionals - Specialist Teacher Service
- The relevant Health professionals
- The relevant Social Care professionals
- Any other adult whom the Parent/Carers feel is necessary to providing the relevant support for the child.

The date and time of the meeting will be arranged by the SENCO. The meeting will be arranged by telephone with the Parent/Carer and relevant professionals and then confirmed by a letter containing the relevant information.

Before the review and planning meeting a member of the child's support staff will discuss with the child the following information and complete the child's One Page Profile:

- Their strengths
- Needs
- Likes
- What is important to them
- What people like about them
- Life aspirations
- Dislikes
- Communication
- Independence
- Qualitative outcomes

Parent/Carers will be asked to complete a Parent/Carers View form, which they will bring to the meeting. This form contains information pertaining to:

- Views on pupil's strengths and the progress they have made this year:



- Views on pupil's areas for development
- Views on what you think the school can do to help your child meet these areas of development:
- Views on what the pupil enjoys doing at home
- Views on pupil's relationship with peers and adults
- Pupil's participation in extra-curricular activities
- Pupil's interests
- Is there anything else that you think would help your child lead a happy, fulfilled life in the local community now or in the future?

Education, Health and Care agencies will be asked to bring information pertaining to the support they are providing to meet the child's needs and how the child is progressing towards the planned outcomes.

The review and planning meeting will have the following structure, which involves writing and updating a child's High Needs Intervention Plan:

- A discussion about the child's views (One Page Profile) and qualitative outcomes
- A discussion about the Parent/Carers views (Parent/Carers View Form)
- Information from Education, Health and Care Agencies
- **Assess and Review:**
 1. Quantative outcomes:
 2. Reading age
 3. Spelling age
 4. Personal and social development
 5. Attendance
 6. National curriculum Band and Steps for Literacy and maths
 7. The progress a child has made towards their planned outcomes
- **Plan** - new SMART outcomes
- **Do** - the support to be provided by all the agencies involved / Evidence based interventions
If the support of additional agencies is required this will be planned and discussed.
- **Review** - a date will be set for reviewing the outcomes and support devised during this meeting.

Children with SEN and Disabilities - Single School based level of support - School Intervention - Personalised Additional Plan.

In addition to the whole school Parent/Carer meetings, children who have an Additional School Intervention - Personalised Additional Plan, there are at least two reviews and planning meetings a year to assess, plan, do and review their plans.

Each Team Around the Child meeting will aim to involve:

- The child
- Parent/Carers
- SENCO
- The child's Class Teacher
- The relevant Education professionals - Specialist Teacher Service
- Any other adult whom the Parent/Carers feel is necessary to providing the relevant support for the child.

The date and time of the meeting will be arranged by the SENCO. The meeting will be arranged by telephone with the Parent/Carer and relevant professionals and then confirmed by a letter containing the relevant information. Parents will also be sent a Parent/Carers View form to complete and bring to the meeting.

A member of staff will also meet with the child and complete their Pupil Profile Form.



The Team Around the Child meeting will have the following structure.

- A discussion about the child's views (Pupil Profile) and qualitative outcomes
- A discussion about the Parent/Carers views (Parent/Carers View Form).
- **Assess and Review:**
 1. Quantative outcomes:
 2. Reading age
 3. Spelling age
 4. Personal and social development
 5. Attendance
 6. National Bands and Steps for Literacy and maths
 7. The progress a child has made towards their planned outcomes
- **Plan** - new SMART outcomes
- **Do** - the support to be provided by the school / Evidence based interventions
- **Review** - a date will be set for reviewing the outcomes and support devised during this meeting.

The Graduated Approach in Jotmans Hall Primary School.

Transition from Pre School - see **Children entering the Foundation Stage.**

Assess

Identifying children with special educational needs at Jotmans Hall Primary School.

Jotmans Hall School has a rigorous approach to identifying pupils who have SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Misconceptions with regard to a child's learning objective, that are encountered by a child during a lesson are addressed immediately within the lesson. See *Marking Policy*.

Each child's Class Teachers monitors their attainment and progress with regard to each lesson's Learning Objective. If a child has not achieved their lesson Learning Objective, the Teacher will then give constructive feedback through the school's marking policy. The Teacher will give 'next steps' advice through the marking policy. Misconceptions and support to address a child's difficulty are planned into the next lesson and delivered through high quality teaching and differentiated support for specific children.

There are three main assessment periods during each academic year. All data pertaining to each child's attainment and progress in reading, writing and maths is entered onto Target Tracker.

This data is then analysed by the Class Teacher, SENCO and Senior Leadership Team to identify pupils making less than expected progress through Quality First Teaching given their age and individual circumstances.

This can be characterised by progress which:

- 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.



After each assessment period, each Class Teacher produces an Inclusion Grid, which highlights support through high quality teaching and additional school intervention strategies to support those children who are not making at least expected progress.

A member of the Senior Leadership Team holds a meeting with each Class Teacher to discuss strategies to ensure that every pupil is making at least expected progress and each Class Inclusion Grid.

There are some children for whom SEN can be identified at an early age, however for other children difficulties become evident only as they progress through school.

The Class Teacher refer to their SEND Teacher Information File and complete the relevant Quality First Teaching or Additional School Intervention Checklists.

- If at any time during the academic year they feel a child is not making at least expected progress through quality first teaching or universal Wave 2 teaching strategies.
- After an assessment period, if they have observed that a child is not making at least expected progress.

The Class Teacher will consult with the SENCO and discuss the information from the checklists and any other relevant information.

A child is placed on the graduated SEN approach if:

- A child continues to make little or no progress in specific areas over a long period;
- A child continues working at National Curriculum Bands substantially below that expected of children of a similar age;
- A child continues to have difficulties in developing literacy and numeracy skills;
- A child has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- A child has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Parents are informed immediately and their permission is obtained for the SENCO to carry out further assessments.

Other data that is used to assess a child's attainment and progress involves:

- Foundation Stage Profiles.
- Class Teachers records of learning and Band Key Performance Indicators.
- P scale Assessing Pupil progress Grids for reading, writing and mathematics.
- Checklists for Speaking and Listening, Attention, Independent and Organisation Skills, Social and Emotional Development.
- Key Stage 1 SATS results
- EBSD observation sheets
- Reading and Spelling Ages
- Speech and Language Checklists - SALF and SPALT.
- Fine and gross motor skill assessments / Handwriting assessments
- Reports from Outside Agencies.
- SENCAN threshold grids for placing a child on the SEN register



Plan

A Planning meeting is then held. See **Meetings with Parent/Carers**

Planned Outcomes.

The planned outcomes stated on a child's Additional School Intervention - Personalised Additional Plan, which agreed by Staff, Parent Carers and Pupils.

The planned outcomes are based upon:

- Next step targets/outcomes based on the assessments carried out by the Class Teacher or SENCO.
- Next step targets/outcomes put forward by the Parent.
- Next step targets/outcomes put forward by outside agencies attending the Team Around the Child meeting.

Do - the support to be provided by the school and outside agencies.

The support that is provided to meet a child's special educational needs will depend upon the agreed planned outcomes for the child.

At Jotmans Hall Primary School support for a child's needs is provided through a variety of evidence based strategies and interventions. This can range from a child having visual prompts to support their independent learning strategies, small group support, hover support and direct support if a child has profound and multiple learning difficulties.



A child with SEN and Disability may receive one or more of these support interventions, depending upon their planned SMART outcomes.

The Class Teacher and SENCO work closely with Learning Support Assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.



The support planned during each review and planning meeting will be based upon the success of previous support and interventions that have been put in place to support a child's previous planned outcome.

Graduated Learning Support Assistant support for those children with Additional School Intervention - Additional Personalised Plans is decided by the Senior Leadership Team.

Support personnel are deployed, monitored and evaluated through review meetings and collaborative planning sessions.

Arrangements for providing access for pupils with SEN to high quality teaching and a broad and balanced curriculum.

There is a whole school approach to the planning of the curriculum and the way differentiation through Quality First Teaching is achieved.

Differentiation in the classroom can be achieved through:

- Outcome - give a common task to elicit different levels of response.
- Rate of progress - allow pupils to proceed at their own rate through a course.
- Enrichment - giving supplementary tasks to broaden or deepen skills and understanding.

Practical application by teachers

- Divide class into ability groups and set different work for each group within the subject.
- Teach to middle ability group and allow children to work through at different speeds and levels.
- Teach to the middle group and extend work to the more able and extra help to the less able.
- Graded tasks.
- Setting assignments which can be interpreted at different levels.
- Allow children to select tasks from a given range, guided by the teacher.
- Give the same assignment for all and differentiate through work rates.
- Provide a core task, plus optional extras and choices which can be guided.
- Provide concrete resources that encourage children with special educational needs to work independently.
- Pre teach learning objectives, so that children with special educational feel confident in approaching new learning tasks.

Aspects to consider when planning differentiation:

- Content - extra questions for more able: fewer for less able.
- Group the class; this applies particularly to Literacy and Numeracy.
- Delivery - how you put over the task e.g. language used.
- Resources - how resources need to be adapted so that a child can fully access the curriculum.
- Assessment - mark, grade, according to ability.
- Celebration - use praise for all abilities.

The School's daily lesson plan has a SEN section for Teachers to record strategies and support required for those children with SEN.

Please refer to the Curriculum Documents and the School Development Plan.



Evidence based Strategies

Jotmans Hall Primary School employs many strategies to support each child's special needs. These include the following:

- Gym Trail,
- Speaking and listening groups
- ATTACK spelling sessions
- Reading, spelling, grammar and phonic games
- Small group phonic sessions to support Letters and Sounds targets
- Small group writing sessions based upon pupil's special educational needs.
- Numican,
- 5 minute maths boxes
- SEAL groups
- Prompts that encourage a child learn independently.
- Keyboard skill sessions
- Strategies provided by outside agencies e.g. speech and language therapy outcomes.

The SENCO monitors the impact of each strategy with regard to the progress each child makes towards their planned outcomes.

Resources

Within the school there is a SEN room where resources are kept to support the needs of children with SEN. It is the responsibility of the SENCO to keep resources up to date and in line with current SEN practices.

LSA support for children on SEN register is decided by the Senior Leadership Team. Support personnel are deployed, monitored and evaluated through review meetings and collaborative planning sessions.

Review:

At the end of each Additional School Intervention - Personalised Additional Plan and Education, Health and Care Plan period, pupils are assessed against their planned outcomes and other assessment information.

1. Quantative outcomes:
2. Reading age
3. Spelling age
4. Personal and social development
5. Attendance
6. National Bands for Literacy and maths
7. The progress a child has made towards their planned outcomes

A review and planning meeting is held to discuss the effectiveness of the support and interventions.

See **Meetings with Parent/Carers**



If:

- A pupil achieves their planned outcomes on their Additional School Intervention - Personalised Additional Plan, it may be decided that they no longer need to receive support through the single school based level of support. Thus the child will be taken off the SEN register.
- A pupil achieves their planned outcomes on their Statement Implementation Plan or Education, Health and Care Plan, it may be decided that they no longer need to receive support through a multi-agency approach and the Local Authority. Therefore the child may receive support through an Additional School Intervention - Personalised Additional Plan.
- If a child does not achieve their planned outcomes on their Additional School Intervention - Personalised Additional Plan over a sustained period, it may be decided that the child needs the support for their needs from an outside agency. If this occurs the SENCO will contact the relevant agency and arrange a TAC meeting.
- If child does not achieve their planned outcomes on their Additional School Intervention - Personalised Additional Plan over a sustained period, even with outside agency support for their needs, it may be decided that the school makes a request for an Education, Health and Care Plan from the Local Authority.

Section Four - Managing Pupils Needs on the SEN Register.

Roles:

Designated Child Protection Co-ordinator: Mrs P Lovett

Deputy Designated Child Protection Co-ordinator: Mrs N Kadwill.

Nominated Governor for Child protection: Mrs J Lunn

Safe Guarding - The SEN and Disability Policy follows the procedures and guidelines set out in the School Safe Guarding Policy.

Staff responsible for managing PPG/LAC funding - Mrs P Lovett

Staff responsible for managing the schools responsibility for meeting the medical needs of pupils - Mrs P Lovett, Mrs C Fox and Mrs E Nunn.



Responsibility for those children who have been identified as having Special Educational Needs and Disability

Provision for children with SEN and Disability is a matter for the school as whole. In addition to the governing body, the Head Teacher, SENCO and all members of staff have important responsibilities. **All teachers are teachers of children with SEN and Disability**

The Governing Body has important statutory duties towards pupils with SEN and Disability.

The Finance and Premises Committee are responsible for physical adaptations needed to improve physical access to the school. The School's Accessibility Plan is established within the School Development Plan.

The Governing body in co-operation with the Head Teacher determines the school's general policy and approach to provision for children with SEN and Disability.

The Governing body establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

Mrs C Savage is the Governor with an overview of SEN and Disability

The Head Teacher Mrs N Kadwill is responsible for the day to day management of provision of children with SEN and Disability, working closely with the SENCO.

Mrs Kadwill is the 'named person' as required by the 1981 Act with reference to 'referred children'.

The SENCO, Mrs P Lovett is responsible for the day to day operation of SEN and Disability.



Role of SENCO

To plan with Senior Leadership Team and Governing Body the strategic development of SEN policy and provision in the school.

The SENCO has the day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN including those who have EHC plans., parents and agencies.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

Key responsibilities:

- Overseeing the day-to day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- To keep the SEN and Disability Register up to date
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parent of pupils with SEN.
- Liaising with early year's providers, other schools, educational psychologist, health and care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- To work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- To support children with SEN within the school.
- To support children with SEN in small group situations, planning closely with the pupils Class Teacher.
- To analysis and track the performance data of pupils with SEN and compare this data with national data.
- To provide information concerning the attainment and achievement of SEN pupils for the school's SEF.
- To monitor and support Teacher's curriculum planning with regard to SEN children through the termly Inclusion Grids.
- To monitor and improve the quality of teaching pupils of pupils with SEN, through SEN LSA monitoring.
- To undertake SEN walks to ensure that high quality first teaching and a graduated approach are of a high quality.
- To monitor SEN pupils performance in work scrutiny.
- To strategically plan for improvements in SEN provision through the School Development Plan.
- To update the School Offer each year to reflect changes in SEN provision.
- To provide and organise training for Teachers and LSAs to support the needs of particular children. The SENCO will contact the relevant agencies to arrange with them to come into school and train staff in the specific strategies to support a child's needs. This includes Health and Care agencies as well as the Specialist Teacher Service.
- To provide information to the SEN Governor concerning the impact of the special educational provision upon children's attainment and progress.
- To attend SENCO Cluster meetings to keep abreast of good practice.
- To annually review the SEN and Disability Policy in line with current legislation.



Funding for SEN is provided through the delegated budget, notational budget and LA additional top up funding. The SLT are responsible for how the SEN funding is distributed throughout the school, to provide support for those children with SEN.

Role of Class Teacher when meeting the needs and supporting pupils with SEN and Disability.

1. To provide Quality First Teaching
2. To create an inclusive atmosphere within their class, so that all children's needs are met.
3. To plan differentiated, graduated learning tasks relevant to the planned outcomes on Additional School Intervention - Personalised Additional Plans One Plans and Education, Health and Care Plans.
4. To provide differentiated homework and homework buffets relevant to a child's planned outcomes.
5. To plan the support stated on a child's Additional School Intervention - Personalised Additional Plans and Education, Health and Care Plans.
6. To discuss graduated learning tasks with LSA relevant to planned outcomes on Personalised Additional Plans and Education, Health and Care Plans.
7. Discuss feedback with LSA concerning a child's progress towards planned outcomes on Personalised Additional Plans and Education, Health and Care Plans. .
8. To provide visual prompts and practical equipment to support a child's planned outcomes on Personalised Additional Plans and Education, Health and Care Plans.
9. To scaffold, model and provide small steps planning.
10. To mark each child's work accurately and provide next step information.
11. Accurately assess a child's progress after each differentiated task and for each whole school assessment period.
12. To complete classes Inclusion Grid after each assessment period and discuss these with a member of the Senior Leadership Team.
13. Liaise with SENCO with regard to assessing child's planned outcomes.
14. To attend review and planning meetings and make a positive contribution to a child's planned outcomes, support and strategies.
15. Liaise with Parent/Carer.
16. To liaise with SENCO and SLT concerning pupils who are not making at least expected progress and complete the relevant QFT and ASI checklist in their SEND Teacher Information File.

In-Service training with staff in relation to SEN.

This section is linked with the School/Staff Development Plan.



Consultation with children who have SEN and Disability.

At Jotmans Hall Primary School, we believe that children are a core member of the review and planning meeting. It is essential that they feel they are part of the process rather than the process is being 'done to them'. The views and qualitative outcomes of the child are essential when planning the outcomes of the plan.

Before a review and planning meeting involving an Additional School Intervention - Personalised Additional Plan or Education, Health and Care Plan there is always a discussion with the child concerning their views and qualitative outcomes:

- Independence Confidence
- Attitude to learning
- Social skills
- Relationships
- Behaviour

These views and qualitative outcomes are always recorded on the child's Pupil Profile or One Page Profile.

During a review and planning meetings involving an Additional School Support - Personalised Additional Plan a child's views and qualitative outcomes are always discussed and recorded during the meeting.

Pupil Participation

Jotmans Hall Primary School recognises the positive impact of pupil participation in decision-making. Therefore with reference to a child's level of maturity the school strives to:

- Provide clear and accurate information to the child regarding their special educational needs, the purpose of any assessment, ASI-PAP, EHCP or any other intervention. Children are always invited to their review and planning meetings.
- Ensure that the pupil understands the agreed outcomes of any intervention and how they can be a partner in working towards outcomes. Children are given strategies on how they can work independently on their own ASI-PAP or EHCP.
- Explain clearly what extra support they will be receiving.
- Consult with pupils who need individual support to ensure that such support is provided in a timely and sensitive way that enables them to fully participate in learning. The school recognises that children may feel anxious and confused about the purpose of an assessment and that they may be concerned about the particular practicalities or possible stigma attached to any special support or programme of work. The SENCO tries to ensure that all SEN activities and strategies are based on games and with an element of 'fun'.
- Be aware that many pupils may already be in contact with other professionals in child health, mental health, social services or other agencies.
- Celebrate a child's success and provide positive feedback for each step they make towards their planned outcomes. The school also seeks to clarify any difficulties and address them in consultation with the pupil.



Links between classes and different schools.

At the end of each school year, the SENCO provides a copy of each child's ASI-PAP or EHCP for their new Class Teacher.

When planning new classes for the autumn term the SLT takes account of the support required by those children who have an ASI-PAP or EHCP.

For those children who have an EHCP visits are made in the autumn term Year 5 to local secondary schools so that Parent/Carers and pupils are able to name a designated secondary school during the spring term annual review.

Links are also made with secondary schools to which the children transfer at 11+, in order that SEN departments in receiving schools are aware of the level of support needed by the child, before they join the school. All records relating to SEN and Disability are passed on to the child's new school.

During the spring and summer term of Year 6 children with SEN and Disability have extra visits arranged to their secondary school as part of the transition period between primary and secondary school.

Year 6 children have a transition Team Around the Child meeting at the end of the summer term. If a child has an EHCP this meeting, the child, all relevant agencies, Parent/Carers involved in the plans attend the meeting, as well as staff from the new senior school. If a child has an ASI-PAP, the child, Parent/Carer, the primary and secondary SENCO attend this meeting. All records of the children's previous ASI-PAP or EHCP and support are passed on during this meeting.

Section Five: Supporting Pupils and Families

The Local Offer

A copy of the Local Authorities Local Offer can be obtained from ECC website - www.essexlocaloffer.org.uk

SENCAN
Ely House,
Churchill Avenue,
Basildon,
Essex.
SS14 2BQ.
01268 632315



Section Six: Supporting Pupils at school with medical conditions

See First Aid Policy

See Children with Medical Needs Policy.

- **Asthma Policy**
- **Epilepsy Policy**
- **Diabetes Policy**
- **Anaphylaxis Policy**

Children with Medical Needs

The Children and Families Act 2014 places a duty on Jotmans Hall Primary School to make arrangements to support pupils with medical conditions.

Jotmans Hall Primary School will make reasonable adjustments for those children with medical needs at different levels of school life; and for the individual disabled child in practices and procedures and policies.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEN and Disability Code of Practice 2014 is followed.

A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered with regard to SEN.

Children with medical needs have the same rights of admission as other children.

Some children have longer term medical needs and may require medicines on a long-term basis to keep them well, for example children with well-controlled epilepsy or cystic fibrosis.

Other children may require medicines in particular circumstances, such as children with severe allergies who may need an adrenaline injection.

Children with severe asthma may have a need for daily inhalers and additional doses during an attack.

Good communication is vital with parents/carers. It is the parent/carers responsibility for their child's health and they should provide information about their child's medical condition. Parents, and the child if appropriate, should obtain details from their child's General Practitioner (GP) or Paediatrician, if needed. The school nurse or a health visitor and other outside agencies may also be able to provide additional background information for staff. It is important that all agencies work together to ensure that children with medical needs have effective support within a school setting.

If a child's medical needs are inadequately supported this may have a significant impact on a child's experiences and the way they function in school. The impact may be direct in that the condition may affect cognitive or physical abilities, behaviour or emotional state. Some medicines may also affect learning, leading to poor concentration or difficulties in remembering. The impact could also be indirect; perhaps disrupting access to education through unwanted effects of treatments or through the psychological effects that serious or chronic illness or disability may have on a child and their family.



When Jotmans Hall Primary School is made aware of a child's medical condition a meeting is arranged. Depending upon the level of support a child needs this meeting may include:

- the Headteacher
- the SENCO
- the parent or carer.
- the child (If appropriate)
- class teacher
- support staff
- staff who are
- trained to administer medicines
- staff who are trained in emergency situations
- the child's G.P.
- staff from the school health service
- other health care professionals

If child has a Health Care Plan, Parent/Carers are encouraged to bring this information to the meeting.

The aims of the meeting are:

- For the school to be fully informed of the child's medical condition.
- For Parent/Carers to discuss their concerns.
- For outside health agencies to advise the school how to support the child's needs.
- For the school to be fully aware of any medication that the child is taking at any time of the day.
- For the school to be fully aware of the procedures stated on a child's Health Care Plan written by Health Agencies.
- To write a Medical Emergency Card for those children with Health Care Plans from a Health Agency.
- To establish the extra care staff may need to take in supervising some activities to make sure that these children, and others, are not put at risk e.g. cooking, P.E. Educational Trips.
- To write a Health Care Plan for those children who do not have a Health Care Plan written by a Health Agency.
- To establish clear procedures if an emergency arises.
- To arrange any medical training for staff to support the child's needs.

The Healthcare plan will include:

- details of a child's condition
- special requirements e.g. dietary needs, pre-activity precautions
- any side effects of the medicines
- what constitutes an emergency
- what action to take in an emergency
- what not to do in the event of an emergency
- who to contact in an emergency
- the role the staff can play

It is important that responsibility for a child's safety is clearly defined and that each person involved with children with medical needs is aware of what is expected of them. Close co-operation between the school, parents, health professionals and other agencies will help provide a suitably supportive environment for children with medical needs.



After the meeting has taken place, in order that all staff are to be aware of the likelihood of an emergency arising and what action to take if one occurs the following takes place:

- One copy of a child's Health Care Plan and Emergency medical Card is kept in the First Aid Room files.
- Office Staff are kept up to date of a child's medical needs and are aware that a Health Care Plan has been placed in the First Aid room files.
- A copy of a child's Health Care Plan written by the school is given to Parent/Carers.
- A copy of a child's Health Care Plan and Emergency Medical card is given to key staff supporting the child e.g. Class Teacher and Class LSA. It is the responsibility of the Class Teacher to ensure that the Class LSA receives a copy of the Health Care Plan.
- A copy of a child's Health Care Plan is given to a child's designated LSA.
- A copy of a child's Health Care Plan is given to the MDA Manager, Mrs Brooks and MDAs.
- Any Health Care Plans that relate to a child's dietary needs are given to the staff preparing food. It is the responsibility of these staff members to be aware when specific children have dietary conditions that could prove life threatening.
- Small cards stating a child's medical condition and a photograph of the child are given to each MDA, so that they are aware of each child's condition. MDAs must carry these cards with them at all times they are on duty, so that they are fully aware of which children require extra support with their medical needs.

If a class is supervised by a Supply Teacher, the Class LSA will ensure that the Supply Teacher is aware of a child's Health Care Plan.

If both the Class Teacher and Class LSA are absent from school, Office Staff will ensure that either the Supply Teacher or LSA covering the class are aware of a child's medical needs.

Each child's Emergency Medical card will clearly be displayed by each Teacher's desk, so that it can be located immediately to call for help from Mrs C Fox, Mrs E Nunn or First Aid Office Staff, in case of an emergency.

During lunchtimes the First Aid MDAs will take out the Emergency Medical Cards in the First Aid bag, to call for back up help from Mrs C Fox, Mrs E Nunn and Mrs H Smith.

Mrs C Fox, Mrs E Nunn and Mrs H Smith will bring out the child's medication for the First Aid MDA to administer and call the Emergency Services if required.

During playtimes the First Aid LSA will take out the Emergency Medical Cards in the First Aid bag, to call for assistance from Mrs C Fox, Mrs E Nunn or First Aid trained Office Staff.

During P.E. lessons each child's Emergency Medical card will be taken onto the field, to call for assistance from Mrs C Fox, Mrs E Nunn or First Aid trained Office Staff.

Any medication is stored in a named container in the class medical lockers located in the First Aid Room with a copy of the child's Health Care Plan and Emergency Medical card. Each child's container will accompany the child on educational trips.

At the end of the academic year the SENCO and Office Staff will update the Emergency medical cards and these will be given to Class Teachers on the first day of the autumn term.

At the beginning of every autumn term, Office Staff will provide each Class Teacher and LSA with a list of child who have:

- Health Care Plans
- Emergency Medical Cards
- Asthma
- Food allergies



Staff Training.

The SENCO contacts Health Agencies to arrange the relevant training for Staff. All staff working with children with medical needs must have appropriate training to support children. Complex medical assistance is likely to mean that the staff will need specialised training. This should be arranged in conjunction with local health services or other health professionals.

Section Seven: Storing and managing Information

All information pertaining to a child's special educational needs is highly confidential. Any information stored electronically by the SENCO is kept on an encoded USB pen. Highly confidential information is stored in a locked cabinet within the Headteacher's Office. The Headteacher and SENCO have a confidential domain on the Administrator Server, where electronic confidential information is stored.
See Confidential Policy

Section Eight: Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plan.

A disability might give rise to a learning difficulty that call for special educational provision to be made. The SEN Policy is there to identify and meet the additional educational needs of the children. The duties under the Disability Discrimination Act are there to ensure that disabled pupils are not discriminated against. Many, but not all, children who have SEN will also be defined as having a disability under the DDA. Similarly, not all children with a disability will have a special educational need.

The Annual School Development Plan has an Accessibility Section. This details how the school plans to increase accessibility to the school building each year. See current School Development Plan, Accessibility Plan.

Alterations made to the school building, always include aspects that increase the accessibility of the school. This includes wider doors to enable wheel chair accessibility, door frames painted in different colours to support pupils with visibility impairments.

All staff aim to provide a high level of accessibility to the curriculum and the expectation is that children with disabilities should make at least expected progress in their academic studies.

Teachers provide access to High Quality Teaching that differentiates support for children with disabilities. This support include:

- Considering the seating arrangements for children with disabilities e.g. seating a child at the front of the class, so they can be nearer the board, in order they can see visual information clearly.
- Practical equipment e.g. writing slopes and foot stools, visual prompts and strategies to encourage the independent skills of pupils with disabilities.
- Teachers plan into their High Quality Teaching, strategies given by the Specialist Teacher Service and Health Agencies.

Governors are committed to ensuring that all pupils with SEN and/or disability take part in all aspects of school life including out of school activities.



The main aims of Jotmans Hall School in relation to the Disability Discrimination Act.

Our main aims are:

- To ensure that children with SEN and Disabilities are identified as early as possible and that their needs are accurately assessed and met, within the school's resources.
- Staff, Pupils, Parent/Carers and the Governing Body are aware of their responsibilities and rights under the Disability Discrimination Act.
- The Governing Body and Senior Leadership Team will be responsible for ensuring the Act is implemented and reviewed.
- The School Development Plan will take account of the need to make reasonable adjustments.
- Procedures will be in place to ensure that discrimination by staff will be picked up on and dealt with immediately.
- To provide a graduated response that encompasses an array of strategies.
- To recognise that there is a continuum of SEN and Disability and where necessary, this brings increasing specialist expertise (Special Educational Needs and Children with Additional Needs; Speech and Language Therapy Services ; Occupational Therapy Services ; Education and Welfare Officer ; The School Nurse Services ; The Essex Behaviour Support Team, Physical Impairment Specialist Teachers) to bear on the difficulties that a child may be experiencing.
- To create an inclusive environment that meets the needs of each child.
- To make clear the expectations of all partners in the process
- Attention given to SEN and Disability is highlighted within the school, in order that it has a high profile and can be implicit in all curriculum planning and documentation, in order that all children may have access to the National Curriculum.
- Parents are involved in discussion of children's difficulties and in their programmes of study, enlisting parental help where appropriate.
- That pupils with regard to 'The United Nations Convention on the Rights of the child (Ratified by the UK 1991 Articles 12, 13, 23) are encouraged to participate in making decisions with regard to their Individual Education Plan targets. The level at which the child participates will reflect the child's evolving maturity.

It is expected that any concerns a Parent/Carer may have will be handled effectively and positively under the school's own complaints procedures. Parent/Carers are entitled to complain formally to the Local Authority. Parent/Carers can take a case to the SEN and Disability Tribunal.

It is important that schools' internal complaints procedures cover cases of discrimination in order to prevent or deter further action.



Inclusion Statement in each Curriculum Policy.

At Jotmans Hall Primary School, we are aware that some children have difficulty in accessing the curriculum. Therefore, in line with the SEN Code of Practise 2014 and Equality Act (2010), resources and materials will be adapted and reasonable adjustments made to make sure that this subject is accessible to all children in our care.

There is close consultation between the Inclusion Manager and the Class Teacher and every effort is made to ensure that SEN children are not denied access to a particular activity such as P.E. or Science, if they are withdrawn.

For children with SEN advice is sought from outside agencies, in order that curriculum resources can be adapted to ensure that they have access to the whole school curriculum.

The Finance and Premises Committee are responsible for improving physical access to the school through the School's Accessibility Plan and School Development Plan.

There is no single teaching method, but a blend of multi-sensory approaches and precision teaching and interleaved learning approaches are employed. Each child needs an individualised, finely graded, structured programme with precise target setting, frequent review and evaluation. Above all, is the positive encouraging approach from all staff.

Section Nine: Complaints

We recognise that there are occasions when Parents are not happy with the School's procedures with regard to SEN.

We operate an open door policy to the Class Teacher, SENCO and Headteacher. We aim to resolve any issues swiftly and in person, so that concerns and complaints can be resolved through mutual understanding and agreement.

The School's Complaints Policy is available on our website or a copy can be obtained from the School Office on request.

Section Ten: Bullying

Bullying of any form is considered unacceptable behaviour at Jotmans Hall Primary School.

See Anti-Bullying Policy.

See Positive Behaviour Policy.

Admission Arrangements

The admission arrangements are the same for all pupils.

Please refer to the School Prospectus and Admission Details sheet.

Exclusions

The school follows the guidelines set out in the DFEE document entitled ' Social Inclusion - Pupil Support' Circular No 10/99 - July 1999



Appendices:

- Current School Offer - updated annually
- Parent Information leaflet - updated annually
- Special Education Provision - Jotmans Hall Primary School - DCSF 5211
- SEN - Additional School Intervention / Personalised Additional Plan
- Special Education Provision - Jotmans Hall Primary School - DCSF 5211
- SEN - Additional School Intervention
- Personalised Additional Plan / Consistent Management Plan
- Special Educational Provision - Jotmans Hall Primary School - DCSF 5211
- SEN - High Needs Plan - Statement Implementation Plan / Education, Health and Care Plan
- Health Care Plan
- Medical Emergency Card