

Emmanuel Junior Academy SEND Policy 2022-2023



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Statement of Principles

Pupils:

We all have a right to work, play and learn in an inclusive school.

Teachers:

We all have a right to teach in an inclusive school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and learn in an inclusive school.

Vision, Aims and Ethos

Our vision is to create a welcoming Christian community where every child is viewed as a special person created and loved by God. For every member of our school community to feel valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

‘Start children off on the way they should go, and even when they are old they will not turn from it.’ (Proverbs 22:6)

To achieve our vision we expect every member of our school community to:

*“Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.”
— John Wesley*

We aim for excellence in all we do and we aim to ensure that we provide a world class education for every child, motivating them to attend school every day and ensuring all achieve their full potential, in an inclusive environment.

Aims and Expectations of our SEND Policy

Our SEND policy aims to:

- Identify and provide for pupils who have Special Educational Needs and additional needs
- Work within the guidance provided in the SEND Code of Practice, 2014
- Promote self-worth by encouraging independent learning
- To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND Policy
- To provide support and advice for all staff working with Special Educational Needs pupils
- To ensure consistency of approach between classes in the way that we support pupils who have additional needs.
- To remove barriers to learning - adopting a holistic approach
- To support early and close involvement of parents
- To support tracking and monitoring of pupil's progress
- To focus on outcomes for pupils and not just hours of provision/support
- To raise aspirations of and expectations for all pupils with SEND
- To ensure close working relationships with outside professionals
- To ensure class teachers retain responsibility for pupils with SEND and their provision
- To ensure smooth transition for all pupils with SEND

Our aims, we believe, are achieved when:

- A school atmosphere is created which is inclusive and all children are supported to reach their full potential
- Staff use the procedures set out in this policy
- Children feel empowered to work independently
- Children with Special Educational Needs and additional needs are identified early and provided for appropriately
- All children are challenged, inspired, and supported as individuals to grow intellectually, personally and spiritually, and achieve their best.
- All staff feel supported and receive the advice needed to support children in their care
- Support is consistent across school

*The implementation of the **protect, relate, regulate, reflect** culture set out in our behaviour policy is vital to ensure we achieve our aims. We believe children need to feel safe and protected in school and they need to gain a sense of belonging through understanding how they relate to others and others relate to them and this is even more important for children with a special educational need or disability. Our SEND Policy is supported by our graduated approach, set out in this policy, through incorporating a whole school, small group and individual approach.*

Legislation & Statutory requirements

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

[The Equality Act 2010](#)

[SEND Code of Practice 0-25 2014](#)

[Keeping Children Safe in Education 2022](#)

[Supporting Children at School with Medical Conditions 2014](#)

[The National Curriculum in England Key Stage 1 and 2 Framework Document 2013](#)

The policy fully takes into account the special educational needs and disability (SEND) code of practice. In addition, this policy is in line with:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

Definition of SEND

Pupils have Special Educational Needs if they have a difficulty which calls for special educational provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans. Emmanuel Junior Academy regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area served by the LA;
- c) Fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

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

Identifying Special Educational Needs

The school uses the graduated approach as outlined in 'The Code of Practice 2014'. To help with this process, information is collated from a variety of sources which is then used to plan the next steps. At Emmanuel Junior Academy, we identify the needs for individual pupils by considering the needs of the whole pupil, not just the Special Educational Needs of the child. School will refer to the Sheffield Support Grid to identify the level of need that a child/young person is presenting with and the appropriate support that should be put into place. Observations and assessments may be used to build up a picture of the child's needs, as well as information from parents and outside agencies and professionals and a 'Cause for Concern' (Appendix 1) will be completed by school.

Individual diagnostic assessments

Individual diagnostic assessments are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present. Observations may also be carried out to support assessments.

Pupil progress meetings

Regular meetings are held where the progress of every child is looked at and talked through. Where there are initial concerns about a pupil's progress, the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENDCO and the child will be monitored.

Staff observation

Members of staff consult with the SENDCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil.

Referrals by parents or carers within school

Any parent/carer may express concern. Once information is gathered, the process is the same as for staff referrals. All parental referrals are acted upon and a 'Cause for Concern' document is completed.

Liaison with feeder settings/schools

Feeder settings/schools are contacted throughout the year prior to transfer. Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEND. Where practicable, the SENDCO will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

The four broad categories of need are detailed below:

Communication and Interaction (C&I)	Speech, Language and Communication Needs (SLCN)
	Autism Spectrum Disorder (ASD)
	Asperger's Syndrome and Autism

Cognition and Learning (C&L)	Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulty (SpLD). This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); and dysgraphia (writing). A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.
Social, emotional and mental health (SEMH)	A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as; Problems of mood (anxiety or depression), Problems of conduct (oppositional problems and more severe conduct problems including aggression), Self-harming, Substance abuse, Eating disorders or physical symptoms that are medically unexplained, Attention deficit hyperactive disorder (ADHD), Attachment disorder, Autism or pervasive developmental disorder, An anxiety disorder, A disruptive disorder or, rarely, schizophrenia or bipolar disorder.
Sensory and/or physical needs (S/PD)	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability Dyspraxia/ Developmental Coordination Disorder

Other factors may impact on progress and attainment but may not be a SEND. These will need considerations making for and include;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Medical Needs
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEND

A graduated approach to SEND support is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to make adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff, and is supported by the Sheffield Support Grid.

Wave 1 - Quality First Teaching by all teaching staff

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.

- High quality teaching, differentiated or scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching. School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Wave 2

Wave 2 is initiated where pupils have failed to make adequate progress as identified by the SENDCO through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or

different from the school's differentiated curriculum then a move to SEN Support will be agreed and the pupil will be entered onto the school's SEN register. A SEN Support Plan will be completed to identify appropriate targets for the child.

Provision from within the school's resources is identified to help meet the pupil's needs. Interventions may include;

- Additional learning programmes such as literacy and numeracy
- Smaller group sessions
- Appropriate teaching groups/sets
- Group support on a regular basis
- Booster class where appropriate
- Emotional support
- Additional staff training
- One Page Profiles/Person Centred Planning tools
- Support Plans
- My Plans

When a child is placed on the SEND register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual pupil. The review cycle will follow the '**assess, plan, do and review**' cycle.

Assess

SEND students may be identified through the teacher's observations and assessment, SEND areas of need (see SENDCO), standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the student's own observations or by external agencies.

Plan

Where it is decided to provide a pupil with SEND Support, the parents **must** be notified. The teacher and the SENDCO should agree, in consultation with the parent and the pupil, the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified SEND pupils will have a Support Plan completed; this will be updated at each review and outcomes will be updated each year by the class teacher with support (if needed) from the SENDCO.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review Process

Support Plans are to be reviewed at the end of each term, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable). If a pupil has a My Plan, or One Page Profile in place these will also be reviewed and updated at this time.

Pupils with an Education, Health and Care Plan have set short term targets which have been established after consultation with the parents/carers and the individual pupil and include outcomes identified. These outcomes will be set out in the Support Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teacher. All Education, Health and Care Plans will be reviewed annually with the annual review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving outcomes set and whether any amendments need to be made to the statement.

Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The SENDCO is responsible, on a daily basis, for providing support and monitoring and ensuring that pupils with EHCPs receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

Wave 3

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

My Plans

If a pupil's needs fall in band 3 or above on the Sheffield Support Grid it may be appropriate to complete a My Plan which would collate all of the child's strengths and needs and also plan outcomes and support to help the pupil to progress. It may also be appropriate in some cases to complete a My Plan for a child where there are particular concerns around their progress. These concerns may come from home, school or another agency supporting the young person.

Education, Health and Care plans

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health and Care plan.

Local Offer

Emmanuel Junior Academy will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at www.sheffielddirectory.org.uk, searching for the school's name.

Criteria for Exiting the SEND Register

Where pupils make sufficient progress based on the 'assess, plan, do and review' cycle, it may be agreed that a pupil needs no further additional support and may exit the SEND register. Further additional support can be requested again at any point.

All children who have been identified as having a SEND at any point in their school careers are recorded on the schools 'cohort overview', which is kept updated by the SENDCO and shared at the start of each new school year so that all teaching staff are familiar with the needs (past or present) that their current pupils have. This information is also shared with the secondary school.

Supporting Families

School have liaised with the Local Authority to produce a Local Offer entry for Emmanuel Junior Academy. This can be found in the Sheffield Directory at www.sheffielddirectory.org.uk.

It is the school's statutory requirement to provide a **SEN Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act* which can be found at www.emmanuel.sheffield.sch.uk.

Emmanuel Junior Academy endeavours to support pupils with SEND through signposting families to other agencies and services that may be of help e.g. MAST team, Family Fund, Short Break Grants, support groups and training opportunities as appropriate.

All the schools within the Westfield Family of Schools are committed to ensuring that all pupils have quality transition experiences as they move through our schools. We work closely together to ensure that all pupils with SEND have bespoke packages of support at this time.

Admissions

Emmanuel Junior Academy will ensure it meets its duties under the School Admissions Code of Practice by:

- Adopting fair practices and arrangements in accordance with the School Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.

- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Access arrangements

Emmanuel Junior Academy follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school. Funding will be sought from the Diocese/ Local Authority for any building alterations which may be necessary to accommodate a child with particular needs.

Supporting Pupils at School with Medical Needs

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 pupils 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 may also have Special Educational Needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Further information about the arrangements in place in school to support pupils with medical conditions can be found in the separate policy for this.

Training and Resources

- The SENDCOs from each school across the Westfield FoS, the Locality and DSAT meet regularly to discuss and plan for the current and future needs of children with SEND. This includes training, resources and additional support where appropriate.
- Resources are allocated to support children with identified needs as identified above.
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated or scaffolded work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

Roles and Responsibilities

The Role of the Governing Body

The governing body, in cooperation with the head teacher, monitors the school's general policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The governing body:

- Does its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.
- Ensures that the teachers in the school are aware of the importance of identifying and providing for, those pupils who have Special Educational Needs.
- Ensures that a pupil with Special Educational Needs joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical.
- Has regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEND.
- Ensures that parents are notified of a decision by the school that SEND provision is being made for the child.

The Role of the Head of School/Executive Headteacher

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENDCO has sufficient time and resources to carry out their functions

- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered

The Role of the SENCO

- Be a qualified teacher
- In collaboration with the Head of School/Executive Headteacher, the SENDCO, and governing body, determines the strategic development of the SEND policy and provision at Emmanuel Junior Academy with the ultimate aim of raising the achievement of pupils with SEND
- Collaborating with SENDCOs across DSAT -in order to facilitate joint policies, and ensure the maximization of expertise, resources and mutual support
- Liaising with and advising colleagues on all matters relating to SEND
- Contributing to the continuing development and training of school staff
- Overseeing the review and maintenance of statements/EHCPs, My Plans, Support Plans and records for all SEND students
- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for SEND students
- Organising and maintaining the records of all SEND students
- Liaising with parents/carers of SEND students in co-operation with class teachers
- Liaising with all feeder schools when SEND pupils leave the school
- Contributing to the continuing development and training of school staff
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate

The Role of the Class Teacher

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set outcomes which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Ensure SEND/PP children are receiving tailored homework (where appropriate).
- Update intervention records termly.
- Update Support Plans termly
- Attend termly SEND reviews with SENDCO and parents.
- Complete pupil progress record sheets before PPM.
- Identify individual children not making progress and inform SENDCO
- Complete Cause for Concern documents when necessary
- Make referrals to Learning Mentor when necessary
- Update TA timetables, class provision map and Support Plans (where appropriate) after PPM.
- Ensure any changes to timetables/updated Support Plans etc. are given to the SENDCO

Reviewing the Policy

This policy will be reviewed regularly, with an annual review taking place in September 2023.

Complaints

1. Make an appointment to discuss this with the class teacher. The class teacher investigates and gives the parent a date for a follow up appointment if necessary.
2. If not satisfied, an appointment to discuss the complaint with the SENDCO/ Head of School will be made.
3. If still not satisfied, an appointment with the governor with responsibility for SEND and the Chair of Governors will be made.
4. If the problem is unresolved, the parent may contact the Local Authority about the matter.
5. At any time the parent may seek help from the Parent Partnership Service (see below).

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. It is in the Special Educational Needs toolkit.

A copy of 'Special Educational Needs – Code of Practice', published by the Department for Children, Schools and Families, is available in school for reference.

Contact details for SENDIAS - Sheffield SEN & Disability Information Advice and Support Service (previously Sheffield Parent Partnership)

Floor 6 North Wing
Moorfoot Building
Sheffield S1 4PL
Tel: 01142736009

E Mail: ssendias@sheffield.gov.uk

APPENDIX 1 Cause for Concern

Basic information about the child/young person

Name		DOB	
Age		Year Group	
Date started		Attendance	

Any known diagnoses or descriptions related to the concerns?

Articulating concerns

Please complete the below information

What are you worried about and why?

What have you already put in place? What has the impact of this been?

What do you know about the child or young person in terms of their:

- Family
- Developmental history
- Self-help and independence skills
- Views around safety and well-being

SENDCo Involvement

Observation/Assessment Notes

Next steps/Actions

Name of child Class

Date

Date

Asses - Initial Concerns

Plan - What support do you feel is required?

Do - Support given

Review - Outcome

Any further action needed?