

Special Educational Needs Policy

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Headteacher: Mrs Emma Humphrey

Contents

1. Aims..... 3
2. Legislation and guidance 4
3. Definitions..... 4
4. Roles and responsibilities 4/5
5. SEN information report..... 5
6. Safeguarding and Abuse..... 17
7. Complaints about SEN provision..... 18
8. Local Authority Local Offer……..18
9. Monitoring Arrangements……..…….19
10. Links with other policies and documents……..……..19

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Anstey Junior School, our moto for all the Anstey family is to 'aim high, no limits' and our vision is 'to inspire all at the school to be adaptable, healthy & inquisitive learners and nurture their development in order to succeed in a rapidly changing world'. Our vision is then broken down into the following areas: Learning, Belonging, Wellbeing & Resilience.

Anstey Junior School is committed to ensuring that all children receive the necessary provision to support their learning and progress. This policy states how the school will respond to these needs. **All teachers are teachers of children with SEN.**

We endeavour to achieve the maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities.

All children have a full access to a rich and varied school curriculum.

A Special Educational Need might be an explanation for delayed or slower progress but we still want every child to reach their full potential, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning English as an Additional Language as part of our provision for vulnerable learners.

- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and Special Educational Needs
- Some pupils in our school may be underachieving but will not necessarily have a Special Educational Need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will have Special Educational Needs and this ***may*** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with Special Educational Needs have the maximum opportunity to attain and make progress in line with their peers.

Our provision will always focus on the individual needs and next steps of the child. We work closely with families, seeking the views of the pupil and their parents to ensure we understand their views, aspirations and areas they feel require support. All additional support and provision is regularly reviewed and vigorously monitored by the Senior Leadership Team.

Accurate assessment of need and carefully planned programmes of support, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

2. Legislation and guidance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).** It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- Ofsted School Inspection Handbook November 2019
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions December 1015
- The National Curriculum in England Key Stage 1 and 2 Dec 2014
- Teachers Standards June 2013
- Local Safeguarding Children Board Procedures Manual
- Keeping Children Safe in Education (September 2022)
- Working Together to Safeguard Children (July 2018)

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Child Protection Policy
- Accessibility Plan
- Medicines Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy.
- Anti-Bullying Policy
- SEND Information Report (Local Offer)

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Holly Colbert

They will:

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

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The SEND Governor is: Sarah Russell

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example: Moderate Learning Difficulties, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs and disabilities, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We believe that pupils' needs should be identified and met as early as possible. The SENCo works within the Senior Leadership Team using whole school tracking data, pupil progress reviews and staff concerns as an early identification indicator. The Assess, Plan, Do, Review process as outlined in the SEND Code of Practice 2015 is used to identify if a pupil has a Special Educational Need.

The views of the parents and the pupils themselves are an integral part of this process.

When pupils are identified as having a Special Educational Need or Disability they will be added to the school SEND register, with specific areas for support outlined using the categories of need defined in the SEND Code of Practice, 2015. Pupils will have one (or more) of the following areas detailed to show where or in what way they require support:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and / or Physical

These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to work out which actions the school needs to take to provide support, not to fit a pupil into a category. Anstey Junior School identifies the needs of pupils by considering the needs of the whole child, which include more than just their academic achievement; they will be supported personally, emotionally or socially where required. As a school we recognise the parity of physical and mental health and are committed to supporting pupils so that they have full access to education.

Behaviour is not considered to be a category of Special Educational Need, but is seen as an underlying response or communication of a need within a child. The class teacher will work closely with the SENCo and Senior Leadership Team to identify triggers for this behaviour and put the required support in place.

Other factors which do not involve a Special Educational Need (SEN) may also impact on progress and attainment:

- 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).
- Attendance and Punctuality.
- Health and Welfare.
- Having English as an Additional Language (EAL).
- Being in receipt of a Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of Serviceman/woman.

The progress of all pupils and vulnerable groups of pupils are monitored through the school's assessment and tracking systems. This information is discussed regularly at Pupil Progress Meetings. Where necessary, even if the child does not yet have an identified SEND, additional support will be put in place to support pupils in meeting their next steps in learning, following the same Assess, Plan, Do, Review process.

5.3 A Graduated Approach to SEN Support

When planning the support available to pupils at different levels of need, the school has taken into account the following statements and definitions from key national guidance and documentation:

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEN Code of Practice (2015: Para 1.24)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level." (p68)

SEN Code of Practice 2015

We recognise that all teachers are teachers of children with Special Educational Needs and Disabilities (SEND). 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. Teaching staff will make provision within the classroom for children who require additional support. A high standard of quality first teaching is a right of all pupils and this is monitored by the Senior Leadership Team.

To further support this the school ensures:

- consistent routines and systems across the whole school;
- regular assessment of pupils' progress across the curriculum and setting 'next steps' in learning;
- groupings that are changed reflectively to match pupils' learning needs for each lesson
- There is a structured classroom environment to support learning.

Assess Plan Do Review Cycle

The school follows the Assess, Plan, Do, Review process for the identification and support of pupils who have Special Educational Needs. These processes seek to identify pupils making less than expected progress 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

The views of both parents and the pupils are vital in this process. The process uses a graduated approach to the identification of SEN, meaning that children's support can be scaled up through different stages in response to growing needs and also scaled down if pupils are assessed as needing less support. The needs of the child will be assessed before support is planned, progress against specific targets is then reviewed regularly and the impact of the support evaluated. This progress and attainment information is then used to plan the next round of targeted support.



Stages within the Graduated Approach

STAGE 1 **Well-differentiated, High Quality Inclusive teaching, including, where appropriate, the use of small group interventions.**

All vulnerable / disadvantaged learners to be included on the year group Intervention Overview.

- All learners will have access to High Quality Inclusive teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches, directly related to the school curriculum, which make teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with Special Educational Needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed intervention overview which outlines and monitors all additional interventions. The success of each intervention is monitored regularly and this is changed or adapted where sufficient progress is not being made

The intervention overview enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Monitor and evaluate the impact of provision on progress against pupil targets
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up of parental concerns
- Tracking of individual children's progress over time
- Liaison with feeder nurseries / preschools on transfer to school
- Information gathering from previous schools
- Information gathering from other professional agencies / services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or additional funding from an EHC plan. This provision map is updated termly through meetings between the teaching assistants, teachers and the SENCO
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs
- Involving an external agency where it is suspected that a Special Educational Need is significant and complex

Curriculum Access and Provision

Where children are underachieving and/or are identified as having Special Educational Needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of High Quality Inclusive teaching
- Small group work (carefully monitored and timetabled to ensure curriculum entitlement is not compromised)
- Individual class support / individual work with a Learning Support Assistant
- Bilingual support through EMTAS /access to materials in translation
- Further differentiation of resources or scaffolds to support access to learning
- Additional homework and home learning resources provided

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO and senior leaders
- Ongoing assessment of progress made by intervention groups through intervention monitoring
- Work sampling
- Scrutiny of planning
- Teacher interviews with the SENCO
- Informal feedback from all staff
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with Education Welfare
- Regular meetings about pupils' progress with the Senior Leadership Team

If following this support, a pupil is still a cause for concern, then the class teacher is responsible for completing the SEN Cause for Concern Referral form (Appendix 1) with the child and their family.

STAGE 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school. I.e. they have a Special Educational Need as defined by the SEN Code of Practice 2015.
- Under-achieving pupils and pupils with EAL who are receiving additional support but do not have SEN will **not** be placed on the list of pupils with SEN support (but will be on the school's provision map and intervention overviews).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision mapping systems.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with the Local Authority, Health professionals and Social Care colleagues in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of SEND support and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

    - Our IEPs are called 'Passports to Success' and are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with Special Educational Needs. They are seen as working documents which can be constantly refined and amended.
    - Our 'Passports to Success' will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more English" or "more Maths".
    - Our 'Passports to Success' will be accessible to all those involved in their implementation – pupil's voices should be captured and they should have an understanding and ownership of the targets.
    - Our 'Passports to Success' will be based on informed assessment and will include the input of outside agencies, where necessary.
    - Our 'Passports to Success' have been devised so that they are manageable and easily monitored and therefore will be scrutinised and evaluated regularly.
    - Our 'Passports to Success' will be time-limited – at (at least) termly review, there will be an agreed "where to next?"
    - Our 'Passports to Success' will have a maximum of four short / medium term SMART targets set with or by the pupil.
    - Our 'Passports to Success' will specify how often the target(s) will be covered.
    - Our 'Passports to Success' will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Targets will be arrived at through:

- Discussion between the pupil and teacher
- Discussion between the teacher and SENCO or member of staff delivering the intervention
- Discussion, wherever possible, with parents/carers
- Discussion with other professionals

(after long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).

Our Passports to Success will be reviewed at least termly by class teachers and a copy will be shared with parents/carers, who will be asked to sign a slip to confirm they have received these. They will also be encouraged to share their views on their child's progress here. These slips are recorded on CPOMs – our secure cloud system.

- Pupils with a statement of educational needs (pre-September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

5.4 Managing Pupil Needs on the SEND register

The support provided at each stage of provision can be found in Section 4. The roles and responsibilities of different members of staff in managing the needs of pupils on the SEND register are outlined in the section 6.

1. Stage 1 - If there are concerns about a pupil's progress, the class teacher will discuss these with their parents.
2. Adaptations will be made to the quality first teaching in class.
3. If concerns persist, then a SEN Cause for Concern referral will be coproduced with the pupil and their parents.
4. The SENCo or a member of SLT will decide whether further adaptions to the High Quality Inclusive Teaching are required or if the pupil requires additional support in conjunction with the class teacher and parent.
5. Provision maps will be updated to identify level of provision required and to monitor.
6. Additional support will be put in place if necessary and monitored.
7. Stage 2: If following additional support, progress is not shown or is considered to be slow, then more intensive support will be put in place and the pupil moved to Stage 2. A Passport to Success will be created in conjunction with the pupil and their parents and the pupil will be placed on the SEND register.
8. If following intensive support, limited progress is made, support from outside agencies will be sort to provide advice and further strategies.
9. If following advice from outside agencies, progress continues to be limited, then the pupil will move to stage 3 and an application may be made for an Education Health and Care Plan.

5.5 Assessing and reviewing pupils' progress towards outcomes

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's processes for tracking the progress of all pupils
- Evaluation of progress with class teacher and SLT at Termly Pupil Progress Meetings with half termly reviews if there are concerns.
- Regular evaluation of the effectiveness of interventions (in relation to the progress of each pupil)
- At least termly evaluation of whether pupils in receipt with an Education Health and Care Plans are meeting their individual targets which have been written to address their underlying Special Educational Need or Disability
- Annual reviews of Statements/Education Health and Care Plans as prescribed in the SEND Code of Practice (2015)
- Where pupils are working below the level of the National Curriculum and are not engaged in subject – specific study, they will be assessed using the Engagement Model.

The Engagement Model

The engagement model is an assessment tool to help school support pupils who are working below the level of the national curriculum and not engaged in subject - specific study. It uses observations of the child in class, at home and those made by other professionals to provide evidence of pupils' improved progress

across a range of activities and settings. The model is designed to provide a holistic view of the child's progress, both linear and lateral, and is linked to the termly outcomes identified in their Passports to Success and their Education, Health and Care Plans.

The model recognises that engagement is multi-dimensional and breaks it down into 5 areas that allow teachers to assess:

- how well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum
- how effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively
- pupils are engaging with and making progress against these plans
- pupils' achievements and progress across the 4 areas of need of the SEND Code of Practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs)

The engagement model:

- is a unique method of observation, allowing insight that improves provision for all pupils
- uses a pupil-centred approach that focuses on their abilities rather than disabilities
- values all sources of knowledge and information provided by those working with the pupil, including teachers, school staff, other professionals and parents or carers
- promotes consistency and a common language amongst schools and all those working with the pupil
- recognises there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress

Criteria for exiting the SEND Register

If a pupil's progress accelerates, their attainment comes within the 'average' requirements for their age and they no longer require additional support to sustain this, then they will exit the SEND register. This will be discussed and celebrated both with the pupil and their parents. However, following their exit, their progress will be monitored closely through pupil progress meetings and additional support reinstated if necessary through the Graduated Approach.

5.6 Supporting pupils moving between phases and preparing for adulthood

The school has strong links with Alton Infant School and Wootey Infant School, from which most children transfer at the end of Year 2. There is also a structured transfer programme in place with the local secondary schools in Alton. In addition to the formal transfer procedures and sharing of information, the SENCO will liaise with both Infant and Secondary School SENCOs to ensure good transition and continued additional support as needed

Transition between year groups

Where necessary, support for pupils around coming to terms with moving on will be carefully planned by the SENCo and SLT and will include familiarisation visits and emotional support. Pupils will be included in all transition activities but may also be offered additional transition visits.

Transition to new schools

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Visits to other schools may be arranged as appropriate. ELSA support, social stories etc. will be put in place if needed by the pupil.

The SENCo from our school will liaise with the SENCO from the new school and parents will be given a reliable named contact at the next phase provider.

Transfer of Records

Where a pupil transfers from the School and we hold relevant welfare concerns / information, including that regarding Special Educational Needs provision, this information will be shared with the pupil's new school and within 14 days of them having been confirmed as being 'on role' at the new school.

5.7 Supporting Pupils and Families

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having Special Educational Needs, involving parents in the drawing-up and monitoring of progress against these targets
- Keeping parents and carers informed and giving support during assessments and any related decision-making processes
- Making parents and carers aware of the Independent Parent Advisory Services available as part of the Information Report
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and have the opportunity to develop their learning behaviour
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- Self-review their progress and set new targets
- (For some pupils with Special Educational Needs) monitor their success at achieving the targets on their Passport to Success.

5.8 Expertise and training of staff

The SENCO has a MA in Education and holds the SENDCo accreditation.

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

We use specialist trained staff for certain interventions such as Nurture group, Thrive & ELSA.

Staff development will be linked to the Strategic Plan and the needs of the individual staff. It will comprise internal training, organised by the SENDCo, as well as making use of resources available through external agencies.

5.9 Securing equipment and facilities

The SENCO will co-ordinate the process for securing equipment and facilities to support pupils with SEN. We use funding from HCC to support children with special needs. Children are given extra specialist adult support in direct relation to their assessed need/s.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

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

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

Anstey Junior School children are given equality of opportunity regardless of their disability but within the constraints of our physical environment. The Anstey Junior School Accessibility plan, (as per the Equality Act 2010 and the Disability Discrimination Act 1995) can be found on the School website, and documents that;

- Where possible, we will make reasonable adaptations to our building to allow access for children with physical disabilities.
- We will adapt the curriculum for individual children, taking into account their difficulties.
- We will seek and act on advice from Specialist teachers and therapists.
- We will provide additional support to enable children to access the full range of school activities within the constraints of the additional funding available. Increase the extent to which pupils with a disability can participate in the curriculum

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

5.11 Admission Arrangements

In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The Governing Body supports the Local Authority admissions criteria, which does not discriminate against pupils with Special Education Needs or Disabilities. Its admissions policy has due regard for the guidance in the Code of Practice. The school has an Accessibility Plan which should be read in conjunction with this policy.

5.12 Support for pupils with Special Educational Needs in National Tests

The Senior Leadership Team alongside the SENCO provides support following the guidance given by external test regulations. We aim to provide the best opportunity for all children to achieve their full potential within the guidance given by the Standards and Testing Agency and the Department for Education.

5.12 Supporting Pupils at School with Medical Conditions

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 pupils 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.

For further information, please read this policy in conjunction with the school's policy for supporting pupils with medical conditions.

5.13 Intimate Care

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are unable to do. Examples include support with dressing and undressing (underwear), changing incontinence pads and nappies, helping someone use the toilet or washing intimate parts of the body. Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents. This advice should be recorded on CPOMS. Staff will record whenever they have had to carry out intimate care activities unless this is part of a signed Individual Care Plan, agreed by the parents / carers, the Head teacher and the SENDCo.

Intimate care can include:

- Feeding
- Oral care
- Washing
- Dressing/undressing
- Toileting
- Menstrual Care
- Treatments such as enemas, suppositories, enteral feeds
- Catheter and stoma care
- Supervision of a child involved in intimate self-care

Principles of Intimate Care

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.

As a school, we will:

- Involve the child in their intimate care wherever possible
- Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation
- Make sure practice in intimate care is consistent
- Be aware of own limitations
- Report any concerns to the DSL

Children are encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- Parents should always be notified first if intimate care will need to be provided regularly. A care plan will be produced; which is signed by parents (See Appendices).
- When accidents or one off incidents occur, parents should always be notified if intimate care has been provided. This should also be logged in the medical room.
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the DSL.
- When children are changing, levels of supervision should be appropriate to the pupil's age.
- Staff should avoid any physical contact unless a child needs help. In this instance, two members of staff should be present to ensure the safety of the child and the staff member, unless different

arrangements have been agreed and signed consent is given as part of an Individual Care Plan – see above.

- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

5.14 Mental Health

As a school we recognise the parity of physical and mental health and are committed to supporting pupils so that they have full access to education.

Class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils. Staff share these concerns with the Designated Senior lead for Mental Health: Megan Morgan, the SENDCo Holly Colbert, and they are logged on CPOMs. If necessary, this evidence is used to adjust provision or to refer pupils for specialist support through health services or charities.

The role of the Designated Senior Lead for Mental Health in schools or colleges should not be that of a mental health professional. The focus of the role is strategic, putting whole school approaches in place; such as mental health awareness training, curriculum weeks or resources for specific needs.

The role of the Designated Senior Lead for Mental Health includes:

- Oversight of the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support and how pupils and parents are engaged;
- Supporting the identification of at risk children and children exhibiting signs of mental ill health;
- Alongside the SENDCo, knowledge of the local mental health services and working with clear links into children and young people's mental health services to refer children and young people into NHS services where it is appropriate to do so;
- Alongside the SENDCo, coordination of the mental health needs of young people within the school and oversight of the delivery of interventions where these are being delivered in the educational setting;
- Alongside the SENDCo, support to staff in contact with children with mental health needs to help raise awareness, and give all staff the confidence to work with young people;
- Alongside the SENDCo, overseeing the outcomes of interventions on children and young people's education and wellbeing.

We recognise that some Mental Health challenges may be related to Adverse Childhood Experiences (Including COVID related trauma). We recognise that there will be many children and adults who have experienced a range of trauma, some of which may have unidentified triggers. As such, we acknowledge that children and adults may require support as we recognise adversity and trauma can have a lasting impact on education, behaviour, mental health and wellbeing. In order to reduce the likelihood of traumas experienced (Covid-19 linked or not) we ensure that all staff are aware of the challenges families may face and are prepared to work positively with them to both plan for next steps and report any concerns, ensuring that both children and adults can move forward positively. Training to support staff with positive engaging discussions, reframing questions and statements so as to reduce triggers, and with understanding different behaviours will be provided through regular coaching and support from the Senior Leadership Team. This will enable our staff to work in a trauma informed manner for the benefit of all, enabling children and young people to swiftly re- establish relationships with trusted adults and positive learning behaviours as a result.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will report any concerns regarding this in line with the Schools Safeguarding Policy.

6. Safeguarding and Abuse, including Bullying, Sexual Violence and Harassment

Our values are aimed at equipping children with the skills that will enable them to positively contribute to society. We believe a mutual respect and trust for all members of the school community and a positive safe environment. As such we have a clear policies for dealing with concerns about safeguarding and/or bullying for any member of the school community. The full policies are available for parents to read on the school website or from the school office.

If a parent believes that their child is being bulled, in the first instance, they should contact their class teacher. If it is not resolved following this, they should contact the Head teacher.

Victims of bullying or abuse will likely find the experience distressing which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Understand the importance of challenging inappropriate behaviours between peers.
- Recognise that bullying, abuse and sexual violence and harassment, can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying or abuse and that they may face barriers in recognising, talking about or reporting this.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Recognise that children can abuse their peers online through: abusive, harassing and misogynistic messages; non-consensual sharing of indecent, nude and semi-nude images and or videos, especially around chat groups; sharing of abusive images and pornography to those who don't want to receive such content.
- Engage in explicit teaching about safeguarding, including online safety. This will be adapted for vulnerable children, victims of abuse and some pupils with SEND to ensure it supports their presenting needs and is accessible.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Continue to develop a curriculum, through PSHE and SEAL teaching, which openly discusses differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Actively create "safe spaces" for vulnerable children.
- Celebrate success and achievements to promote and build a positive school ethos.

6.1 Supporting Pupils

Anstey Junior School will support pupils who have experienced abuse or been bullied. They may be supported through a range of approaches including:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist

Children's Services, or support through the Children and Young People's Mental Health Service (CAMHS).

Pupils who have perpetrated bullying or abuse will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CAMHS).

7. Complaints about SEN provision

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

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

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

7.2 Contact details of support services for parents of pupils with SEN

Are available on the School website

7.3 Contact details for raising concerns

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

8. The local authority local offer

Our local authority's local offer is published here:
https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds

9. Monitoring arrangements

The school regularly and carefully monitors and evaluates the quality of provision we offer to all pupils through lesson observations, pupil conferencing, work sampling, data analysis and pupil progress meetings. Pupils with a SEND are part of this process. The evaluation of these arrangements is an active process, involving continual review which aims to improve the provision for all pupils.

The effectiveness of this policy will be evaluated by the SEND Governor against the aims and objectives set out in Section 1. The SENCo is responsible for liaising with the SEND Governor and keeping them up-to-date with the latest SEND information.

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

10. Links with other policies and documents

This policy links to our policies on:

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