



# Filey Junior School

Widening horizons and reaching our potential. Respecting the world and each other. A happy, healthy and positive learning community.

## Policy for Special Educational Needs and Disabilities (SEND)

Date this version of policy adopted by Governing Body: March 2026

Signed Headteacher: *Michael Taylor*

Signed Chair of Governors: *L. Deighton*

### Abbreviations Used

<b>ASCROSS</b>	<b>Autism Spectrum Condition Outreach Support Service</b>
<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESW</b>	<b>Educational Social Work Service</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>TA</b>	<b>Teaching Assistant</b>
<b>CPD</b>	<b>Continued Professional Development</b>



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## AIMS

*“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives”.*

**Code of Practice 2014**

At Filey Junior School we recognise that many pupils will have special educational needs during their school life and this can have a huge impact on a pupils confidence and learning. In implementing this policy we seek to ensure pupils are supported with their difficulties; that adaptations and adjustments are made which will remove barriers to learning so that pupils access a broad and balanced curriculum facilitating participation and enjoyment in all aspects of school life. Please see Vision Statement of the school.

## **OBJECTIVES OF THE POLICY**

- To ensure the identification of all pupils requiring SEN support as early as possible in their school career.
- To respond to pupils’ diverse learning needs and ensure that each pupil has access to a relevant, broad, balanced, and appropriately differentiated curriculum.
- To provide pupils with the specialist input they need in order to overcome potential barriers to learning,
- To help all staff towards effective and successful teaching of pupils with SEND.
- To monitor the progress of pupils so that effective teaching and support is given
- To ensure that all pupils have access to all aspects of school life and become confident, independent learners.
- To work in partnership with parents and the pupils with SEND.

## **Philosophy**

### **The school community believes that**

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child’s education
- Pupils will be encouraged to give their views on what learning is like for them.



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- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND

policy

## Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age. These pupils are protected by the Equalities Act 2010.

***A learning difficulty means that the child either:***

- a) has significantly greater difficulty in learning than the majority of children of the same age***
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school***

***A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. CoP 2014***

## KEEPING CHILDREN SAFE IN EDUCATION 2025

All staff working with children with SEND must be aware that research has shown that children with SEN have additional vulnerabilities and are at higher risk of abuse. Each pupil on the SEN register has a named key worker who can provide additional pastoral support. Provision is also made to ensure that pupils are able to communicate with staff in a non-verbal way - use of pictures, worry monsters, Drawing and Talking/social interventions, Playing and Talking.

## THE ROLE OF THE GOVERNING BODY

- o The Governing body are committed to ensuring that all pupils, including vulnerable pupils and those with SEND, reach their potential and widen horizons (as stated in Filey Junior School's Vision Statement).
- o Ensuring that provision of a high standard is made for pupils with SEN.
- o Ensuring that a 'responsible person' is identified to inform all those involved in delivering an Education Health Care Plan (EHCP) plan and are fully informed and committed to delivering the Plan



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- o Ensuring that SEND pupils are fully involved and included in school activities.
- o Have regard to and are informed about CoP, particularly with the changes in 2014.
- o Being fully involved and reviewing SEN policy.
- o Reporting to parents on the school's SEN policy including the allocation of resources from the school's devolved delegated budget.
- o Ensure that SENCo achieves the National Award for SEND co-ordination in line with statutory duties.

The governing body will evaluate the work of the school by:

- Appointing a governor who is a champion of SEND
- Monitor data with respect to vulnerable groups
- Challenge the leadership through informed questioning
- Undertake learning walks around school with a focus on SEND
- Ensure there is appropriate CPD taking place for all staff with regard to SEND

## THE ROLE OF THE HEADTEACHER

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

- The Headteacher is the 'responsible person in receipt of information from the Local Education Authority regarding the special educational needs of pupils within school.
- The Headteacher will be the principal agency through whom the governors discharge their duties.
- The Headteacher will designate a member of staff to oversee provision of SEND throughout the school and to represent those needs.

## THE ROLE OF THE SENCO

The SENCO plays a strategic role in the school's SEN provision. This involves working with the head teacher and Governing Body to determine the development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with SEN.
- Liaising with and giving advice to fellow teachers.
- Assisting in the Management of Teaching Assistants (TAs).
- Tracking pupils' progress
- Liaising with the parents.



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- Making a contribution to training for staff and support staff.
- Liaising with external agencies, LEA support services, Health and Social Services and voluntary bodies.
- EHC PLans – preparing, implementing, monitoring and reviewing plans for children with complex needs.
- To monitor children who have been taken off the SEN register and for whom teachers have expressed 'concern'.
- To ensure that SEN provision is effectively evaluated in terms of value for money and ensuring that pupil's needs are equitably met.

## **For effective coordination staff must be aware of:**

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for SEN pupils.
- The commitment required by staff to keep the SENCo well-informed about pupils' progress.
- The procedure by which parents are informed of this concern and the subsequent SEN provision and support.

## **THE ROLE OF THE CLASS TEACHER**

In line with the 2014 CoP, the responsibility for quality provision is placed on class teachers:

***Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCos and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils.***

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of and subsequent provision for SEN pupils.
- Collaborating with the SENCo to decide the action required to assist the pupil to progress.
- Working with the SENCo to collect all available information on the pupil.
- In collaboration with the SENCo, develop and keep up to date IPMs, Inclusion Passports and records for SEN pupils.
- Working with SEN pupils and TAs on a daily basis to deliver the individual programme set out in the IPMs.
- Developing constructive relationships with parents.



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- Offer three 'extended' parent 'review' meetings or additional meetings (with advice/liaison/collaboration from SENCo where required and where possible), with records of meetings.
- Being involved in the development of the school's SEN policy.
- Up-dating and up-grading skills through training courses and in service training. This will be reflected in Performance Management objectives.

***High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching, CoP 2014***

## Procedures

The progress of pupils with SEND will be tracked vigorously. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Equals or improves upon the pupil's previous rate of progress
- Shows an improvement in self- help, social or personal skills.
- Shows improvement in the pupil's behaviour.

The school will use appropriate screening and assessment tools and ascertain pupils progress through:

- Evidence obtained by tracking systems within school; a pupil's performance against N.C levels and or P scales where relevant.
- Evidence obtained by teacher observation and assessment and in pupil progress meetings.
- Records from feeder schools and transition meetings.
- Standardised screening or assessment tools. The following are used:
  - Salford and Holburn reading tests
  - Yarc reading test York Assess Reading Comprehension
  - Letters and Sounds (reading and spelling)
  - Phonic Screening Materials
  - Basic Numeracy Screening
  - Sandwell Numeracy Test

Where teachers/senior leadership team decide that a pupil's learning and rate of progress is unsatisfactory, the class teacher and /or the SENCo will consult with parents at the earliest opportunity. Where a pupil does not make satisfactory progress, despite targeted teaching within class, aimed at areas of weakness, the



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pupil will then be identified for additional/early intervention aimed at supporting the pupil to 'catch-up'. Following the initial intervention period, if progress remains slow despite additional provision, support will then be provided through SEN Support.

Once a pupil has been identified as having SEND they will be placed on the SEN register. This will mean that the pupils are closely monitored by all staff and a graduated approach and response will be activated. Four types of action are needed to put effective support in place:

1. **Assess** the child's needs in order to put effective support in place.
2. **Plan** (in consultation with parents) support which will meet the pupil's needs and help them make progress support them with their difficulties.
3. **Do**. The class teacher will remain responsible for the pupil even when this involves working away from the pupil in a 1:1 or group setting.
4. **Review**. SENCo class teacher will analyse the support that has been provided to see if the intervention and additional support has had an impact and facilitated progress.

The main methods of provision within school are :

## **Universal Provision.**

This is usually in the classroom setting and involves differentiated learning opportunities, sometimes with TA support.

## **Early Intervention.**

This often involves small group teaching where pupils usually work with a teaching assistant outside of the classroom setting and where provision may be additional and different to provision pupils receive in the classroom.

## **Targeted and Personalised Provision.**

This will often involve 1:1 teaching by a teacher or teaching assistant and the programme will be highly personalised to support a pupil's specific needs.

If, after further consideration and discussion with teachers and parents, pupil progress remains slow, referrals may be made to outside agencies to provide further support to meet the pupil's needs. In some instances, where the impact of interventions and outside agency involvement remains small, an **Education Care Health Assessment Request (ECHAR)** .

## **LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS**



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The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The LEA
- Specialist Services
- Education Welfare Officer
- Social Services
- Enhanced Mainstream Schools (EMS)
- Other groups or organisation

## Four Areas of Need

1. Cognition and Learning (CL)
2. Physical, Sensory Need (PSN)
3. Speech, Language and Communication Need (SLCN)
4. Social Emotional and Mental Health (SEMH)

Sometimes, a pupils needs reach across more than one category, however school identify a pupil's primary need in order to target support.

Filey Junior School have Provision Maps for all the areas of need; they outline the available provision and strategies used to support pupils with their learning needs in these areas.

[Cognition and Learning Provision Map](#)

[SEMH provision map](#)

[PSN \(SPN\) provision map](#)

[Communication and Interaction Provision Map](#)

## Record Keeping

Pupils receiving SEN support have an electronic folder which includes notes, assessments, outside agency involvement, Inclusion Passports (incorporating Individual Provision Maps - IPMs), details of the support they have received, and its impact, within school. All records are updated regularly by the class teacher, SENCo and Teaching Assistants and are kept in line with the Data Protection Act 2010. All staff working with pupils with SEN must have due regard to confidentiality issue as referred to in job descriptions.



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Records are shared between educational settings ensuring that the transition process between phases of education is smooth.

Parents may have access to these records at any time by requesting to see them, they will, however, be shared with parents and pupils through regular reviews and meetings.



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## Key Records

### Inclusion Passports

Inclusion Passports are used to record the impact and evaluation of each Intervention and records all of the support given to pupils, building up a record of provision over time. It records the support given throughout a pupil's time in one establishment and is a key document when pupils transfer to another phase of education.

### IPMs (Individual Provision Maps).

This document now forms part of the Inclusion Passport and records the support a pupil receives at Universal, Early Intervention and Personalised/Targeted level over a set period of time. Included in this is the pupil's short term targets; the type, frequency and duration of the additional support and the key staff/outside agencies involved in delivering it. This document is devised, shared and reviewed with the pupil and parents. Teachers and Teaching Assistants contribute to them and pupil and parent views are recorded. Termly IPM meetings are held where pupils, parents and staff can work together to devise and review targets and support.

### Procedures for recording provision.

TAs delivering interventions will initiate IPMs and complete the relevant sections (additional/different, entry data/assessment used to measure impact).

TAs will then share the IPM with class teacher who then completes the rest of the document.

Notes about ongoing progress can be recorded in Plan/Do section by either the teacher or TA.

TAs record weekly provision and objectives are recorded on electronic **Liaison Sheets** which are shared and signed weekly by class teacher - providing an ongoing two way communication between staff, for the duration of the intervention period. Mid-term reviews evaluate how children have responded to the intervention to ensure that provision is appropriate. If a child isn't responding well, a change to support and provision may be made to promote progress.

An IPM meeting should be held in the first few weeks of the intervention so that targets can be shared and parents can support their child at home with the set targets. Parents are invited to attend interventions to look at strategies and techniques used for teaching targets.

At the end of the intervention, teaching assistants and SENDCo will record exit data and provide summative comments in the review section which are shared with the class teachers who then complete summative evaluations stating how the pupil has progressed with interventions and work in class and comment on whether pupil has shown an improvement in their primary need and area targeted for intervention. All comments in the review section should be dated and initialed/signed. It is important



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to try to ascertain pupil views at this time and record. Intervention impact is then shared with parents at the end of the intervention period in a short written summary and in greater depth at the next IPM meeting.

Class teacher is responsible for filling in the initial part of the Inclusion Passport.

## **Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns (e.g. part 7)
- Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school



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## SEN provision

Provision for pupils with SEND will be reflected throughout school self-evaluation

- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- Use of the local offer and school making their own local offer transparent to all e.g. published on school website
- Parents will be invited to fill in questionnaires at the end of IPM meetings.

## TRANSITION

### From Infant to Junior

- A series of meetings to be held between Filey Infant School and Filey Junior School SENCoS.
- Arrangement of extra visits before transition day for children with SEN.
- Numerous visits of Y3 staff to Y2 pupils at the Infant School over the course of the final half term.
- Projects and visits by Y3 pupils to Y2 classes designed to prepare and promote confidence of Y2 pupils and establish relationships.

### From Junior to Secondary

#### Year 5

- Meetings with Secondary School SENCo to discuss SEN children.
- Year 5 children invited for extra visits before the year 6 visits.

#### Year 6

- Meetings and collaboration sessions with Secondary School SENCo. (including discussion and demonstrations of any specialist provision or interventions)
- Secondary School SENCo to visit children in class and meetings with class teacher.
- Extra visits before transition days.
- **Key Staff**

**HEADTEACHER:** Mr Michael Taylor

**SENCo :** Mrs Angela Grice

**SEN GOVERNOR:** Mrs Kathryn Knowles



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Headteacher and SENCo to designate extra support as required.