



## SEN Policy

School name	South Petherton Junior School
SEN Governor	The role of the SEN governor is to raise awareness of SEN issues at governing body meetings, meet with the SENDCO regularly to monitor the implementation and effectiveness of SEN provision, as well as the strategic development of SEN within the school. They will give feedback to governing body regarding the SEN provision within the school and work with the SENDCO and ensure timely review of the SEN information report and the SEN policy.
SENCO	The SENDCO is Miss White who two days a week at SPJS and can be contacted through the school office.

Date of policy	4/7/2022
Review date	July 2025
Approved By	FGB

Who was involved in creating the policy and how	SENCO – The SENCO revised the original policy and checked it against national guidelines Head Teacher – the Head teacher was involved in conversations about the policy throughout the revision period. SEN Governor – the SEN Governor wrote the policy with the SENCO Parents – A group of parents read and suggested changes to the policy and advocated for their children.
Reference to statutory legislation and guidance	Children & Families Act 2014 Equality Act 2010 SEND Regulations 2014 SEND Code of Practice 2015
Links to other in-house policies relevant to SEND	All policies are available on the school website.
Our values and vision for SEND in our setting	All children have the right to equal opportunities, to learn and make progress. In order to help them, it is our responsibility to identify if there are any barriers to their progress and give them the right amount of support at the right time so that they can become confident individuals living fulfilling lives. It is the responsibility of all adults in the school to make sure that every child is fully included in the life of the school. Every teacher is a teacher of children with Special Educational Needs.
Definition of SEND, including what it is not, and other factors that may affect progress and attainment	A child is considered to have SEN if they have a learning difficulty or disability which calls for special educational provision (see below) to be made for him or her. A child has a learning difficulty or disability if he or she has significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same

	<p>age.</p> <p>A child is not classified as SEND solely because the language in which he or she is taught is different from at home, or they have a medical condition which is well managed, or they have personal circumstances affecting them at school.</p>
Definition of SEND provision/SEN support	<p>SEN Provision is defined as educational provision that is “additional to or different from” that made generally for other of the same age.</p> <p>There is a large amount of Universal Provision in every classroom which is available to all children, even though they may not all require it. This provision is not SEND Provision which is only available to very few children across the school.</p> <p>Please see the school’s provision map on the website to see what we offer at Universal and SEN Support.</p>
Our objectives	<p>To identify children who will need support as early as possible.</p> <p>To allow children with SEND to make the greatest progress possible.</p> <p>To ensure that all children have access to a broad and balanced curriculum.</p> <p>To ensure that all staff understand their responsibility for identifying and supporting children with learning needs through differentiation in planning, teaching and environment.</p> <p>To involve parents and carers fully in decisions made about the education and welfare of their child.</p>
Our approach to identification (this section must align with the details in the SEND Information Report)	<p>We use a graduated approach to identification (assessment) which is embedded as part of whole school teaching covering universal, targeted and specialist provision. This starts with observations from the teacher, parent or child and then may lead to further assessments possibly culminating in specialised assessment by the SENCO. The teacher will recognise barriers and will put provision in place at an early stage to address the difficulties observed. This response to this provision forms part of the assessment of need.</p> <p>The teachers will draw on the experience of all staff at the school including those in their classroom e.g., teaching assistants.</p> <p>The SENCO will monitor these children with the teachers and parents before deciding if further assessment is necessary.</p> <p>External agencies are involved when and if the need arises.</p>
Our partnering approach to involving parents/carers/ children/young people	<p>We promote open and regular dialogue from the onset of any concerns inviting views, feedback and suggestions from parents, carers and children. Formally, these are collected termly through meetings with the class teacher or the SENCO. Informally, this can happen more frequently as and when issues arise.</p>
Record keeping, monitoring and data management	<p>The school maintains an SEN register for children whose need requires significant support. There is also a Monitoring Register for children who may require some support but not at the SEN</p>

	<p>level. This will include children with a diagnosis who do not require specialist interventions.</p> <p>Movement on and off either of these registers is fluid and may change many times in a child's life.</p> <p>Each child on the SEN register will have a One Page Profile and an Assess-Plan-Do-Review (APDR) sheet which are compiled collaboratively between the teacher, parent/carer, TAs and SENCO. The One Page Profile is reviewed annually and the APDR sheet is reviewed termly.</p> <p>This is monitored (anonymously) by the Governor during the SEN meetings.</p>
Funding	<p>All mainstream schools, such as SPJS, are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local school's forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.</p> <p>Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.</p> <p>How this resource is allocated is a collaborative decision between the Governors, Head Teacher and SENCO.</p> <p>Should the school require top up funding for a specific child, it may be possible to access this through medical funding or an Educational Health and Care Plan.</p>
Working with external partners	<p>As a mainstream school in Somerset we have access to many external agencies and we work with them as the experts in their field.</p>
Supporting transition	<p>When they join us, children experiencing SEN will be part of a specific conversation between us and the previous school's SENCO. During this meeting relevant documents, assessments and pertinent information is shared to ensure a smooth transition.</p> <p>When the children transition from SPJS a similar meeting is held with their next school.</p> <p>At the end of each year, the class teacher will meet with the new class teacher to discuss the child in depth as well as passing on any paperwork that is relevant to the child.</p>
Safeguarding	<p>The safeguarding policy is available on the school's website and we acknowledge as a school that children with additional needs are often more vulnerable. The head teacher, as safeguarding lead, retains oversight of all children where there are safeguarding concerns and liaises with appropriate staff as needed.</p>
Staff training	<p>Staff regularly undertake a skills audit that supports the SENCO and Head Teacher to identify any training needs.</p>

	<p>Training is provided through different mediums from formal courses to informal conversations and guidance.</p> <p>The SENCO is available for meetings regularly where staff feel they need further support.</p>
Requesting EHC needs assessment	<p>Once the graduated response at Universal and SEN provision is not meeting the identified needs of the child, the school or parents can apply for an Education Health and Care Plan (EHCP). The SENCO is available to support the school or parents in this application process. Parents may also be interested in the information on the <a href="#">Somerset Local Offer Page</a> .</p>
Children with EHC plans	<p>The school will put into place any provision as detailed in the EHCP with support from the relevant external agency. This provision is reviewed annually with all concerned and updates are made where needed.</p>
Data Protection	<p>SEN and EHCP information is confidential and access to them is limited. Disclosure only allowed with parental consent or other specific circumstances.</p>
Complaints process	<p>In the first instance, any complaints should be made to the class teacher. If the response is not satisfactory, the complaint should be made as per the school's Complaints Policy which can be found on the website.</p>
SEN information report	<p>The SEN Information report will detail how the Policy is put into practice in our school. A copy of this can be found on the school's website.</p>