



**MOUNT PLEASANT JUNIOR SCHOOL  
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

<b>Policy for</b>	Special Educational Needs and Disabilities
<b>Overarching Area</b>	Quality of Education
<b>Name of SENDCO</b>	Mrs Helen Brennan
<b>Governors' Ratification Date</b>	December 2022

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## Legislative Guidance:

The purpose of this policy is to provide information about our school's Special Educational Needs and disability (SEND) provision.

With reference to the following:

Equality Act 2010: Advice for schools DfE Feb 2013

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Children's and Families Act 2014 <https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report <https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (January 2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Southampton Local Offer

<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

Keeping Children Safe in Education (September 2022)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children (July 2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Statutory Guidance on Supporting Pupils at school with Medical Conditions April 2014

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

The National Curriculum in England Key Stage 2 framework document Sept 2013

<https://www.gov.uk/government/collections/national-curriculum>

Teacher's Standards 2012 <https://www.gov.uk/government/publications/teachers-standards>

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

Safeguarding Policy

Child Protection Policy

Behaviour Policy

Anti-Bullying Policy

Accessibility Policy

Supporting Pupils with Medical Conditions Policy

SEND Information Report (Local Offer)

These can all be found on our school website or via the school office.

### **Inclusion:**

At Mount Pleasant Junior School, we are committed to the principle of inclusion. At our school every teacher is a teacher of every pupil including those with SEND. We believe that every child has the right to be included and educated alongside their peers. Mount Pleasant Junior School respects the unique contribution which every individual can make to the community. The needs of all children are met in an environment which both embraces the highest possible academic standards and accepts individual differences in ability, aptitude and level of skills. The governing body and staff therefore seek to ensure that all children receive their full entitlement to a broad and balanced curriculum, including extra-curricular activities. We will achieve this by setting suitable learning challenges, responding to diverse needs through identifying and minimising potential barriers to learning and participation.

### **Our Fundamental Principles are to:**

Ensure a rich and varied curriculum is accessible to all

Identify and assess children with SEND as early as possible, and meet their needs through a wide range of provision and support

Review pupil's provision regularly to ensure the best possible impact on their learning

Enable children to achieve their best and develop life skills, independence, perseverance and resilience

Provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who works alongside school staff, the Local Authority (LA) and external professionals to ensure that all children's needs are being met

Build good relationships with parents and guardians, ensuring their voice is heard, their concerns are captured and this is used to shape the provision and future support for their child

Work in partnership with the LA and other external agencies to ensure there is a multi-professional approach to meeting the needs of pupils with SEND

Ensure a high level of expertise is employed within the school through a programme of Continuing Professional Development for all staff

Assess, review and meet the needs of a child with an Education Health and Care Plan (EHCP), in accordance with the national guidelines

This policy details how Mount Pleasant Junior School ensures effective provision is made for pupils who have Special Educational Needs and/or Disabilities (SEND). The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs and Disability Coordinator (SENDCo).

The SENDCo is responsible for reporting regularly to the Head Teacher and the Governors on the effectiveness of this SEND policy. The Governing Body ensures that it makes appropriate special educational provision for all pupils who are identified as in need of it.

### **Definition of SEND:**

At our school we use the definition for SEN and/or Disability from the SEND Code of Practice (2014). This states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders them from making use of the mainstream education facilities generally provided

Special education provision means educational provision that is additional to or different from that made generally for others of the same age in a mainstream setting.

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

## **Admission and Accessibility Arrangements**

As an inclusive school, we strive to ensure that every child has full access to the curriculum, including the wider curriculum, such as extra-curricular activities, leisure and cultural activities and school visits.

### **Site Accessibility**

Mount Pleasant Junior School is built on one level

Ramps are situated where occasional steps to outside areas exist

Classrooms have extra width doors and are accessed by wide corridors which are suitable for wheelchair access

There is one disabled toilet and an open plan toilet block with easy access for wheelchair users

Where there are constraints, provision can be relocated to an area with full accessibility

There is an allocated parking space for disabled users

Any alterations to the school building would take account of the Equality Act (2010)

An Accessibility Plan has been written and accepted by the Governors and can be accessed on the school website and via the School Office

## **Key Roles and Responsibilities:**

### **Role of the Head Teacher**

The Headteacher’s responsibilities are to:

Ensuring that national requirements are met

Monitor all the work of those involved with SEND children

Ensure that the principles of best value apply to the financing and resource allocation for SEND

### **Role of the Governors including the SEND Governor**

The SEND Governor’s responsibilities are to:

Ensure that the necessary provision is made for all pupils

Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs

Consult the LA and the governing bodies of other schools, when necessary or desirable, to improve the school’s SEND policy

Ensure that a pupil with special educational needs joins in the activities of the school, so far as is reasonably practical

Report to parents on the implementation of the school's policy for pupils with special educational needs

Have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs

Ensure that parents are notified of a decision by the school that additional provision is being made for their child

## **Role of the Special Educational Needs Co-ordinator (SENDCo)**

The SENDCO's responsibilities are to:

Hold the National Award for Special Educational Needs Coordination

Take responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for including all pupils in the school

Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Liaise with the class teachers and teaching assistants in assessing children's needs

Liaise with external agencies, support services, other schools and the Local Authority (LA)

Collate evidence of the needs of children with SEND through the SEND register and inform the Governors Support colleagues on strategies and individual educational plans (IEPs)

Liaise with parents of children with SEND including for reviews and co-production of plans

Monitor the progress of individual children and oversee programmes of work/ interventions

Review and update resources for SEND

Develop, through training and coaching, the work of the Teaching Assistants (TAs)

Ensure that the needs of children with SEND are reflected in the School Improvement Plan

Complete all statutory duties as outlined in the SEND Code of Practice 2014

## **Role of the Teacher**

The teacher's responsibilities are to:

Provide quality first teaching (Stage 1) to optimise learning opportunities for all

Provide Stage 2 and 3 interventions (programmes that target and support specific groups) for children who need extra support to meet national expectations

Swiftly identify pupils with SEND in their class and raise their 'Initial Concerns' with the SENDCO and phase leaders

Update and make use of the school's tracking and record keeping systems to identify gaps in knowledge and plan accordingly

Co-produce and monitor IEPs and Pupil Passports, including target setting documents for individual children, ensuring this is a working document which is reviewed regularly and updated termly

Ensure that all IEP targets are Specific, Measurable, Achievable, Realistic and Timed (SMART) Discuss and timetable opportunities for IEP targets to be worked on, with the TA

Discuss targets with pupils and their parents during parents' evening

Provide a differentiated, cross-curricular programme for all pupils including those with additional need

Add or update information on the school's provision map, in discussion with the SENDCO

Work with outside agency support as appropriate

Receive ongoing professional development in the teaching and learning of SEND

## **Role of the Teaching Assistant (TA)**

The teaching assistant's responsibilities are to:

- Liaise and collaborate with teachers and SENDCO
- Support High Quality Inclusive Teaching within the classroom
- Teach and assess planned evidence based intervention programmes
- Deliver ELL (English Language Learner) support and booster sessions for groups and individuals, including
  - 'NEST' sessions (wider curriculum support group for Lower Keystage 2 learners) and 'Hello' Group (Makaton signing and social interaction Group)
- Keep records relating to pupils' progress including reading records and copies of children's work
  - Work alongside teachers to ensure children apply their learning in intervention programmes back in the class
  - Create, store and maintain resources for pupils with SEND

Specially trained Teaching Assistants deliver programmes set by external agencies e.g. Speech and Language Therapist, Occupational and Physio Therapists and Educational Psychologists and an Emotional Literacy Support Assistant (ELSA) delivers social and emotional interventions in order to support the needs of the whole child.

## **Role of the Parents**

The parents' responsibilities are to:

- Meet regularly with class teachers and when appropriate with the SENDCO Support the work of the school
- Work with SEND staff to ensure that children feel well supported, confident and have high self-esteem. Co-produce the Pupil Passport and IEP to show they understand and support the targets and actions

The school will have regard to the Special Educational Needs and disability Code of Practice 0 to 25 years (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified by the school if provision for SEND is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Developing good relationships with parents is crucial to a successful and enriching education for their child.

## **Role of the Child**

Children are encouraged, in a very simplified way, to be part of the decision-making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude.

## **Identification of Needs**

Under the SEND Code of Practice (2014), need is categorised into four broad areas:

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

## **Communication and Interaction:**

Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all 4 of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Condition (ASC), including Asperger Syndrome, are likely to find social interaction challenging. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning:**

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

A child with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child has a SpLD, although they can occur across the whole ability range. Behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

### **Social, Emotional and Mental Health Difficulties:**

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying adverse childhood experiences and mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Autism Spectrum Condition (ASC), Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

### **Sensory and/or Physical Needs:**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with a MSI have a combination of vision and hearing difficulties. Some children and young people with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We believe that early identification of needs is paramount to a child thriving and achieving their full potential throughout their educational life. At Mount Pleasant Junior School, we identify the needs of the whole child which are broader than just the special education needs of the child. This in turn leads to the setting out of specific provision to address those needs.

### **How do we identify a child's needs?**



At Mount Pleasant Junior School, we make regular assessments of all children. The school's assessment procedures provide information that is used to identify pupils with SEND. It also allows us to monitor progress, but for those children who are working below the key stage 2 level, the school has an in depth assessment tool (Assessment Tree), which supports us in celebrating the smaller steps of progress that some pupils with SEND make. In addition, the SENDCo may assess using appropriate tests. Pupil Progress Meetings are held on a termly basis between senior leaders and class teachers to discuss the progress of every child in the school. The SENDCO also has an in-depth focus on each year group within a 5 week cycle.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. The Class Teacher and the SENDCo will work closely on developing appropriate assessments. When there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the difficulties they have in the classroom are due to limitations in their command of the English language or arise from special educational needs.

## **A Graduated Approach to SEND Support**

The school adopts a graduated approach to SEND support, which recognises a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. There are five stages within the continuum:

Stage 1: Universal Provision – all children receive Quality First Teaching

Stage 2: Early intervention support

Stage 3: Targeted additional support – a concern about a child's learning has been raised with the SENDCo

Stage 4: Targeted, intensive additional support – a child is placed on the SEND register and will receive an Individual Education Plan (IEP) with annual outcomes and small step SMART targets

Stage 5: Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term – a request for an EHCP has been agreed by the Local Authority (LA)

## **Quality First Teaching**

The class teacher is responsible for the progress and attainment of all of the children in their class. We strive to deliver high quality teaching, clearly differentiated for individuals, to ensure that all children make expected or better progress. Lesson planning shows high quality personalised teaching for all pupils including those with SEND.

Members of the senior leadership team regularly and carefully monitor the quality of teaching for all pupils, including those at risk of underachievement. We provide INSET and training to develop teachers' understanding and range of strategies to identify and support vulnerable pupils as well as their knowledge of SEND.

## **How do we decide what provision should be made for a child?**

At Mount Pleasant Junior School, we follow an 'Early Identification of Concern' process and pupils are only identified as having a Special Educational Need or Disability if they do not make adequate progress once they have received high quality, personalised teaching, interventions and adjustments. Pupils are identified through:

- Teacher observation
- SENDCo observation
- Parental/carer concerns
- Formative assessment
- Provision outcomes

Diagnostic assessments (Dyslexia screening, British Picture Vocabulary Scale, Non-verbal reasoning)  
Internal moderation of progress and attainment

Where pupils have a higher level of need we work in partnership with external agencies and professionals, and their advice contributes to deciding what the most appropriate provision for the child is.

During this information gathering phase, the class teacher will speak with the SENDCo, the child and parents to:

- understand their concerns
- discuss the child's areas of strength and difficulty
- establish agreed outcomes
- agree the next steps and a review

If it is decided that a child does have SEND, this will be recorded on the school's SEND Register under the category of SEN support and the parents will be formally informed by either the class teacher or the SENDCo. Being placed on the SEND register, under the category of SEN Support, increases the level of tailored support that a child receives, through an IEP with annual outcomes and smaller SMART targets, to enable them to make progress and have their needs met.

Children who transition into Mount Pleasant Junior School, or those who are receiving external agency support for a special educational need, at the time of school entry, are placed on the SEND register. An IEP with targets, working towards annual outcomes, is set up and progress reviewed termly with the child, where appropriate, and parents.

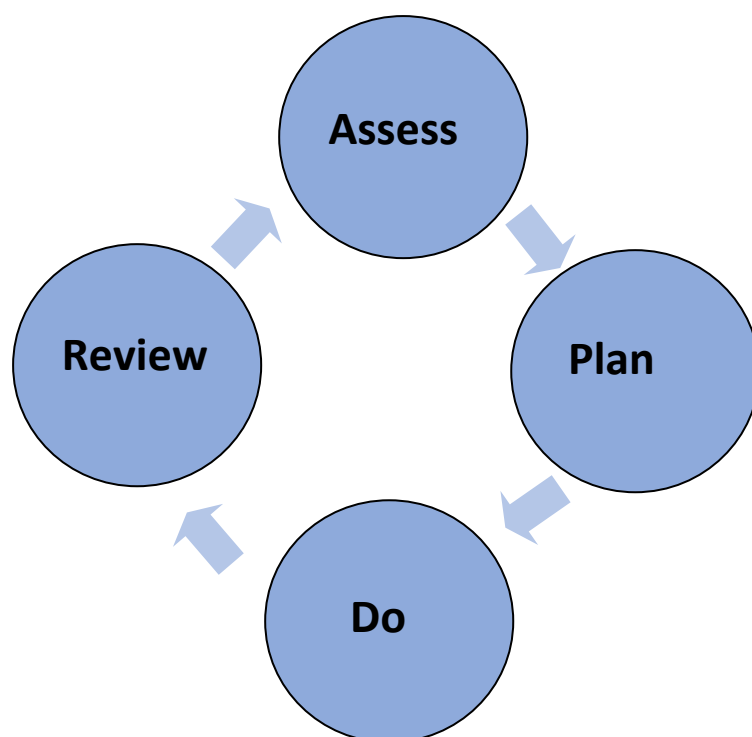
We also recognise other factors which are not areas of SEND, but which may impact on progress and attainment. These are:

- Disability (although reasonable adjustments must be made for disabilities under the Disability Equality legislation, these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being in receipt of the Service Premium Grant
- Being a Looked After or Previously Looked After Child

Behaviour is not an area of SEND. A pupil's behaviour is seen as a response to underlying needs, which will be considered and identified.

## **SEND Provision**

All our provision at Mount Pleasant Junior School follows the Assess, Plan, Do, Review (APDR) Cycle.



### **Assess**

We regularly assess all children's needs so that every child's progress and development is accurately tracked and compared to that of their peers and against national expectations. Assessments draw on the views and experiences of the child and their parents/carers as well as, where appropriate, external agencies and professionals. Permission from parents/carers will always be sought before formally involving any external support services.

### **Plan**

When SEN support is required, the teacher and SENDCo will agree, in consultation with the parent/carer and where appropriate the child, the adjustments, interventions and support which will be put in place for the child, as well as the expected impact on progress, development or behaviour, along with a date for review. Targets will be shared with the child using child friendly language. All staff working with the child will be made aware of the plan.

### **Do**

The child's class teacher is responsible for working with the child on a daily basis. They will also liaise closely with any teaching assistants or specialist staff who provide support for the child and will monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

### **Review**

The provision for a child with SEND will be reviewed termly by the class teacher, SENDCo (although the SENDCo may not attend the review meeting, progress will be discussed with the class teacher), parents/carers and the child. This will inform the planning of next steps for a further period, or where no longer required, the removal of the child from SEN support. For children with an Education, Health and Care Plan (EHCP), the plan will be reviewed at least annually by the Local Authority.

The APDR cycle is ongoing and if a child or young person is making progress, using the actions identified, it stays in place and is regularly reviewed. Sometimes so much progress is made that the plan is no longer needed, this would be a decision made with the parents.

## What does additional support look like?

SEN support can take many forms. This could include:

- Specific learning programmes for your child, where learning is broken down into smaller steps to promote independence and success

- Extra help, within the classroom setting, from a teacher or teaching assistant

- Your child working with an adult in a small group or individually to support them in all areas of the curriculum
- Interventions by specialist TAs who deliver specific programmes in order that your child's whole needs are

- being met – these could be supporting social, emotional needs or programmes set by Speech and Language Therapists, Occupational and Physio Therapists and Educational Psychologists

- Making or adapting materials and equipment

- Supporting your child to take part with their peers in the classroom or at break times

- Encouraging them to ask questions if they have not understood the learning and to try something they find difficult

- Supporting your child with physical or personal care needs, such as getting around the school, dressing, eating or toileting

## Managing the Needs of Pupils on the SEND Register

All children on the SEND Register will have an Individual Education Plan (IEP) along with a Pupil Profile. The Pupil Profile is a holistic picture of the child and it is important that the voice of the child and their family is represented. The IEP will focus on two or three annual outcomes with short-term targets and will show the teaching strategies and provision which will support the child in achieving these outcomes. The targets are child-centred and reflect what is important **to** the child and their family as well as what is important **for** them. This plan is a working document and targets are updated as and when the child has achieved them. It is reviewed termly, during meetings between class teachers, parents/carers and where appropriate the SENDCo and the child. It is the responsibility of the class teacher (alongside the SENDCo) to maintain and update this document.

All children's needs are individual and specific and provision is put in place to reflect this. All provision is recorded on the school's own provision management tool which enables the cost of provision to be calculated and the impact measured.

## Securing and Working with Additional Specialist Services

Where the school feels that it is appropriate and where an external support service could provide assistance in supporting a child, a written referral will be made. This is always done with the permission of the parents/carers. If the support service feels that the child meets their criteria for support they will organise to see the child. This is either done through observations of the child alongside consultations with the SENDCo, Class Teacher and if necessary the parents, in the school environment, or they may write to parents/carers and ask them to bring the child to a clinic.

## Monitoring SEND

The quality of provision for pupils is regularly monitored and evaluated and this informs future development points. All interventions we put in place are research informed and evidence based and are measured to monitor impact against expected rates of progress.

Our monitoring includes:

- Monitoring of SEND by the Headteacher and
- SENDCo Monitoring by the SEND Governor

Annual review of SEND at Full Governing Body Meetings

Monitoring and review of SEND funding by Headteacher, SENDCo and School Business Manager  
Termly Pupil Progress Meetings

SENDCo Year group focus weeks developing provision and supporting teachers

Termly monitoring of interventions by the SENDCo – progress measured and evidence captured in learning SENDCO attendance at SENDCO Trust meetings/Local SEND seminars and training to develop best practice Questionnaire and feedback from pupils

Questionnaire and feedback from parents

Questionnaire and feedback from staff

OFSTED inspections

Termly School Improvement Officer visits

## **What happens if the needs of the child cannot be met using school resources?**

If a child continues to make less than expected progress and their attainment is significantly below that of their peers, the school and parents can consider requesting an Education, Health and Care (EHC) needs assessment. Parents will be fully consulted during the process and the school will follow the policies and procedures of the Local Authority (LA) and SEND Code of Practice 0 to 25 years (2014).

Once the school has the required evidence to request an EHC assessment, the SENDCo, class teacher, parents and, if appropriate, the child meet to gather additional evidence of strengths and needs, outside of school, and ensure the voice of the family is captured in the EHC assessment referral. It is then forwarded to the SEND Team at the LA, who have up to six weeks to decide whether they will carry out an EHC assessment. Once agreed, multi-agency consultations will be arranged alongside parents and the SENDCo. The process from applying for an EHC assessment to a final EHC Plan should take a maximum of 20 weeks.

All children with Education Health and Care Plans will have short-term targets set for them that have been established after consultation with the parents and child and will include targets identified in the plan. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

All Education Health and Care Plans must be reviewed at least annually with the parents, the pupil, and the school. The LA and professionals involved with the child will also receive an invite. This review considers whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on the child's strengths as well as continued or new needs and set out the provision for the coming year.

## **THE SEND Register**

It is the responsibility of the SENDCO to keep the SEND Register up to date. The register is reviewed termly, although children may be added or removed by the SENDCO as and when is required. No child will be added or removed from the register without the input of parents.

## **Removing a Child from the SEND Register**

If it is felt that a child who had been identified as having SEND has met the expected outcomes on their IEP and is able to have their needs met without special educational provision then the class teacher and SENDCO, in consultation with the child and their parents/carers, will remove the child from the SEND register. When reviewing an EHCP the Local Authority may cease to maintain it if they determine that the child no longer needs the special educational provision outlined and that the outcomes have been achieved.

## **Supporting Pupils at School with Medical Conditions**

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

Some children with medical conditions may also have special education needs and may have an Education, Health and Care Plan, which brings together health and social needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

The school will work closely with parents and external agencies to support pupils with medical conditions and ensure that staff are given appropriate training to support the pupil with their needs. All children with medical conditions will have an Individual Health Care Plan (IHCP) drawn up and all staff are made aware of their medical needs. These plans are amended according to new information received and are reviewed termly by the Pupil Engagement Officer (PEO) in liaison with the SENDCO.

Please refer to our Supporting Children with Medical Conditions Policy for more information.

## **Training and Development**

Mount Pleasant Junior School ensures that staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND. Training needs form part of the appraisal process for every member of staff. Examples of training undertaken include:

- In-house training delivered by the SENDCO

- Training from external support services such as specialist teachers, EP and Outreach teams

  - Individual staff have developed specialist areas e.g. Makaton, Dyslexia Awareness, Speech and Language, Social Emotional and Mental Health, Attention Autism etc.

  - Induction led by the SENDCO Lead for trainee Teach First (TF) students, Newly Qualified Teachers (NQT) and new staff in school in relation to SEND policy and practice

  - SENDCO professional development including SENDCO Trust meetings, SENDCO Network meetings, courses, conferences and National Award for SENDCO accreditation

- SENDCO membership of NASEN

## **Supporting parents**

Support for parents, in addition to that provided by the SENDCO and Inclusion Lead, is available from:

Southampton Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) at: <https://www.southamptonsendiass.info/>

Southampton's Local Offer also provides advice and information at:

<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

## **Storing and Managing Information**

Every child who has SEND will have their records securely managed within the school's data management system, which ensures confidentiality is maintained whilst ensuring access and lawful and appropriate sharing of information for those authorised to see it. All paper SEND records are stored securely in locked files in the SENDCO's office. A parent/carer has the right to see their child's SEND records at any point during their child's time at school. When a child leaves the school, their SEND records will be sent securely to their next setting.

## **Comments, Compliments and Complaints**

Any parent/carer who is concerned about their child's Special Educational Needs or the provision being made within the school should, in the first instance, contact the class teacher. Should the cause for concern continue a meeting should be arranged with the SENDCo. If concerns are not addressed to the parent/carer's satisfaction, the Headteacher should be contacted. In the unlikely event of an issue remaining unresolved, the Special Needs Governor should be contacted. All complaints will be brought to the attention of the Class Teacher, Special Needs Coordinator and Headteacher.

**Reviewing the Policy**

The SEND policy is reviewed annually. This is in consultation with parents of pupils with SEND. School staff are consulted through TA and Professional Development Meetings (PDMs). The SEND Governor also contributes on behalf of the Governing Body.

Approved by	Mount Pleasant Junior School Governing Body		
Date of last amendment	November 2022	Approval Date	December 2022
Lead Officer	Helen Brennan	Review Date	December 2023
Contact	senco@mpjs.org.uk		