# Lowe's Wong Anglican Methodist Junior School

# Special Educational Needs Policy

The church school **vision** is deeply **Christian**, with Jesus' promise of 'life in all its fullness' at its heart and the belief that the school community should enable people to **flourish** together. Therefore, at Lowe's Wong Junior School, we strive to ensure that all of our children, staff and families have a positive experience whilst being a part of our school community; we promote positive relationships as a key to successful learning.

## Aims and Vision

At Lowe's Wong Junior School, we work towards positive relationships for the whole of our school community; for adults as well as children.

Lowe's Wong Junior School believes in ensuring that every child can take a **full part** in **our school community**. We aim to provide every child with the best education possible.

Our vision is deeply rooted in love, unlocking potential and opening doors through our shared Christian faith.

A beacon in the wider community, guiding others and shining light on one another to live well together.

Creating well-rounded individuals who flourish and celebrate life in all its fullness through a broad and balanced curriculum and wider opportunities; developing wisdom, knowledge and skills.

Treating each person as a unique individual, celebrating differences, showing dignity and respect for all.

Joining together on the same path, whatever the starting point, to guide one another to fulfil our full potential with hope and aspiration.

Our school values underpinning all that we do.

## Key Members of Staff

Whilst all staff have a responsibility to promote and support the inclusion of all children within the school community, staff with a specific, relevant remit include:

SENDco – Lisa Richmond

SEND governor – Fi Thompson

Mental health lead - Mike Follen

LAC lead – Mike Follen

## How our Values Link to our Inclusive Community at Lowe's Wong Junior School :

Through our schools' **key values**, we promote inclusion for **every** member of our community.

**Honesty** – I have a **voice** that matters—people will **truly listen to me**

**Thankfulness –** We are a community who is **thankful** for all of the opportunities provided for us, **thankful** for each other and appreciative of every kindness shown to us

**Perseverance** – We keep going (cope wisely) when things go wrong; opening horizons and **guiding people** into ways of fulfilment.

**Forgiveness** – We enable **healing, repair and renewal** when things go wrong.

**Respect**- I have the right to be respected for who I am – **my ultimate worth** is just as important as anyone else.

**Kindness** – My kindness is key to my success. I show kindness to everyone in my life and am considerate of the wider world.

## Definition of Special Educational Need

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

The SEND Code of Practice 2014 and the Children and Families Act 2014 gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.

## At Lowe's Wong Junior School we aim to:

- **Identify the needs of pupils with SEN as early as possible**. Year 3 teachers and the SENCO spend time working closely with our pupils and their families to ensure a smooth transition into school and that the best possible provision is planned before the children join us. This includes additional school visits, staff training and relationship building before they begin with us.

- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. We use a range of additional tracking tools to ensure we see each small step of progress. The SENCO may visit the children in their classrooms and support class teachers.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum**. The SENCO works

closely with the curriculum lead and class teachers to ensure that every child has access to the learning alongside their peers, with adjustments made for each child as needed.

- **Work with parents:** We believe that working with parents is the key to a successful time at school. We welcome regular contact with our SEND families through informal chats and emails to regular termly IEP review meetings with the wider team. Parents are the experts on their children and we need to access this useful knowledge and work together.

- **Work with and support of outside agencies** The SENCO is able to refer children for further support from outside of school. They can help with staff training or individual advice to help each child. This support is invaluable for the children and the team.

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Every class teacher will work hard to build a relationship of trust with the child, working hard to enable them to have a voice in the support they receive. If the child is able, we like them to comment and share their views.

- **Welcome all children no matter what their SEND needs or background.** This might mean training our team or seeking outside support. Over the years we have embraced the opportunity to learn new skills. We want to offer as inclusive an environment as we can, always striving to offer the best we can to the children within our community.

## Supporting children

**A graduated approach:**

***Quality First Teaching***

- All children have the right to being taught by the class teacher alongside their peers. Lessons should be adapted to meet the needs of all learners.
- Class teachers and teaching assistants may use opportunities both during lessons and during other parts of the day to supplement the classroom teaching with a child, if they feel they need extra support in a particular area.
- Resources and additional learning 'tools' may be provided within the classroom to support learning, such as word banks, ipads, wobble cushions etc.
- A clear seating plan will be in place to best meet the needs of the child.
- Any concerns that the class teacher may have around the child's progress or other needs will be shared with the SENCO; they may highlight or suggest ideas for support and observe the child.
- Regular professional development will be offered to the teaching team to ensure they are confident in supporting all children within the classroom.

***SEN Support***

Where it is considered that a child does have SEN, parents will be told of this and the decision will be added to our lists of pupils who receive regular support. This will help us to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four–part process:

- Assess
- Plan
- Do
- Review

***Assess***

This involves clearly investigating the pupil's needs using the class teacher's assessment and experience of working with the pupil, as well as the views and experience of parents. The pupil's views and perhaps advice from external support service will also be considered. This assessment will be a continual process, ensuring that the child is making progress.

***Plan***

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required. All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided and any particular teaching strategies/approaches that are being used.

***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

***Review***

Each term an IEP (individual education plan) review will take place. Ideally, in this meeting we would have class teachers, teaching assistants, parents and any outside agencies who are also supporting the child. In this time together, we discuss how best to continue with the pupil's progress and development making any necessary amendments going forward.

***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties they can have a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. The decision to make a referral for an EHCP will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- SENCO
- Social Care

- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

***Education, Health and Care Plans [EHC Plan]***

a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council if it is decided that the child's needs are not being met by the support that is ordinarily available.
b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.
d. In Nottinghamshire an ECHP does not come with additional funding but can enable a child to attend a special school.

## External Support

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub. We also have access to support from:

- Educational physiology Service (EPS)
- SEMH (social, emotional and mental health) specialist teachers (SBAP)
- Cognition and learning specialist teachers
- Communication and interaction specialist teachers

## Additional Funding

Where a child is in need of additional support over and above Quality First Teaching, it may be necessary to apply for some additional support. The school firstly needs to account for £6000 towards this support, outlining clear provision to meet the needs of the child. If over and above this is needed, the SENCO can put forward a funding 'bid' once a year to request additional support from the LA pot of SEND money, which is shared between the family of schools. For more complex cases of SEND, we can apply to a Higher-Level Needs funding panel.

## Internal Support

We hold regular staff CPD for the whole teaching team and also have a team of teaching assistants, many of whom have experience and training in specific areas of need.

## Reviewing and Monitoring the Support

In order to make consistent continuous progress in relation to SEN provision, Lowe's Wong Junior School encourages feedback from staff, parents and pupils throughout the year. This will include annual parental questionnaires, feedback from review meetings and pupil conversations.

A whole school intervention map is updated termly, to ensure the team have a picture of the support across all age groups, with close consideration of on-going assessments.

## Minster Family of Schools

At Lowe's Wong Junior School we work closely with the other schools within the family, sharing training, good practice and resources. The SENCOs across the family meet regularly and support one another.

## Transition

On transition to secondary school or other schools at other times, there is liaison between the SENCO of LWJ and the SENCO of the receiving school to ensure that all records of support are handed over and the continuity of involvement of outside agencies proceeds. We are passionate about ensuring that our children have safe and successful transitions and dedicate much of the summer term to ensuring this is the case. We work closely with our local feeder infant schools and also the Minster school.

## And finally

The church schools' vision for education states that;

"Human dignity, the ultimate worth of each person, is central to good education."

All are made in the image of God, and loved by God. Through the example of Jesus, all are called to live embodied, fulfilled human lives. (Genesis 1:27)

It is central to our school vision and ethos, that every member of our community feels valued and included. Every day we work hard to ensure this is the case.

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## Useful Websites and Links

Parent carer forum: This is a group of parents working together to support others and can often give really practical advice around childcare, EHCPs etc

Notts Parent Carer Forum (nottspcf.org)

This is the SEND local offer. It tells you about any support you can access across the county for SEN. This could be short breaks, childcare, holiday clubs for SEN etc

SEND Local Offer | Notts Help Yourself

A place to call our own are a charity who support children and families with additional needs. We have had children attend their after-school clubs and holiday clubs.

Home | Aptcoo

Similar to the above:
Spectrum Wasp | – We are special people

Early Help Unit can offer additional support to families in need

early.help@nottscc.gov.uk

## Policy Review

This policy has been produced in consultation with the governing body, staff and parents.

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| This policy will be reviewed: | Every 2 years |
| It is due to be reviewed again on: | April 2027 |
| It was approved on: | 3rd April 2025 |