Burlington Junior School

Shaping Positive Futures

Achieving Our Full Potential

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SPECIAL EDUCATIONAL NEEDS and DISABILITIES Policy

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Special Educational Needs and Disabilities Policy

This policy should be read alongside the School's SEN Offer, SEN Information Report and the East Riding's Local Offer.

Aim:
Our aim at Burlington Junior School is to provide a partnership between the teachers, parents/carers and pupils to meet the needs of all children to enable them all to access a broad and balanced curriculum and achieve beyond expectations. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes. We aim to provide a safe, secure and stimulating environment which raises the aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for children and young people. We believe in equal opportunities and endeavour to meet the physical, emotional, sensory, mental health and intellectual needs of all our children.

Objectives:
1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide support and advice for all staff working with special educational needs pupils.
5. To provide support and advice for parents with regards to special educational needs.

Identifying Special Educational Needs
At Burlington Junior School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved, we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings 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

We also recognise that slow progress and low attainment do not necessarily mean that a child has an SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the Graduated Approach. At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

A Graduated Approach to SEN:

At Burlington Junior School we believe that all teachers are teachers of SEND. We have a commitment to high quality teaching. 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 services. High quality teaching, differentiated with the pupil's needs in mind, is the first step in responding to pupils who have or may have SEND. Senior Leaders regularly and carefully review the quality of teaching for all pupils, including those with SEND needs.

If further provision is required, parents/carers will be informed and provision planned for. This does not necessarily mean the child will be in receipt of SEND support. If, after a timely intervention, expected progress has not been made then we may look at co-creating a Termly Support Plan document, taking into account parent/carer views as well as the child's.

Managing Pupils Needs on the SEN Register:

The school is constantly monitoring the progress of all children, including those identified as having SEND. We follow the Asses – Plan – Do – Review cycle each term.

Any interventions which take place are monitored by the SENCO to establish its effectiveness. A variety of different assessment criteria are used in order to evaluate the impact of the intervention on the individual, one of which is the monitoring of academic progress through teacher assessments. However, this is not always relevant to the specific interventions in place, for example social and emotional provision. For this area, we may find the use of a Boxall Profile assessment more relevant. Therefore, we look at a range of areas within school and refer to the child's Termly Support Plan to assess development towards the desired outcome identified. Regular discussions take place between support staff, SENCO and class teachers in order to adapt any interventions to the changing needs of the pupil. During this process, the views of the pupil will also be taken into account.

The SENCO invites parents/carers to review and co-create Termly Support Plans at a variety of points during the academic year. Here we discuss the child's progress and discuss ways in which home and school can work together in order to support the child's needs, both in school and outside of school. It is important to include the views of the pupil within the monitoring, assessment and co-creation of the Termly Support Plans. This is completed with the pupil during the Termly Support Plan evaluation process.

If the child has an Education, Health and Care Plan, we complete the annual review process with a child centred approach each year. This is in addition to and in conjunction with the school's Termly Support Plans.

Supporting Pupils and Families

There is a breadth of knowledge and resources available within the East Riding. This can be explored and discovered through the use of the 'Local Offer' website.
https://www.eastriding.gov.uk/local-offer/

Our school itself has links to many different agencies within our area and more details about this can be found in the school's local offer document on the website. Sometimes, additional support is required for a family outside of the school day. This is when we can work together with the family to create an Early Help Assessment document. This document helps to tell the story for the family or young person, and can be a single point of reference for external agencies. After completing this document, the school would be able to refer to other agencies that may be able to support the family. We work with the Safeguarding and Partnership Hub in order to find the most appropriate 'early help' support.

When it comes to transition, we work closely with the local infant school and any other previous educational provisions, to ensure a good transition for all pupils. The SENCO and pastoral worker attend transition meetings and sessions to meet with parents/carers and pupils and understand their differing needs. When pupils are ready to move onto secondary schools, the SENCO works closely to ensure necessary information is shared and transition meetings can be arranged. It is also important to consider whether additional transition sessions at the chosen secondary placement would be beneficial.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The school is part of The National College and use this, along with external agencies and training, to provide high-quality education for all staff.

Training needs are identified in a range of ways, including the appraisal process for all staff, through the changing needs of the pupils we teach or through the monitoring and evaluating process of teaching and interventions.

The school's SENCO regularly attends the Local Authority's SENCO forum meetings in order to keep up to date with local and national updates in SEND.
The school is currently using the 'Teacher Handbook: SEND' to facilitate CPD in regards to SEND. We also make use of the information and resources created by the Education Endowment Fund.

Role of the Special Educational Needs Co-Ordinator

The role of the SENCO requires that they hold QTS. The headteacher and governors developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant designated teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with parents of children with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that school keeps the records of all pupils with SEN up to date.
- Ensuring children with SEN are making progress through the use of pupils tracking and data analysis.
- Liaising with co-ordinators of other curriculum areas to ensure that children with SEN have full access to their curriculum area.
- Attending CPD relevant to the development of the role and feedback relevant information when necessary.
- Making staff aware of training relevant to their own role in the development of SEN.
- Reporting to the school's Governors.

The DSL will be responsible for:

- Liaising with relevant members of staff to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Supporting Our Children/Young People with Medical Needs

At Burlington Junior School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Administration of Medicines' Policy that can be found on our website.

Intimate Care Plans

At Burlington Junior School we recognise that, at times, additional support may be needed in terms of personal health care. After careful discussions with parents/carers and health professionals, it may be necessary to put an intimate/personal care plan in place. The main priority of these plans is always to support health needs whilst ensuring that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are made after careful consideration as to the pupil's needs, once advice from health care professionals has been taken and discussions with parents/carers have taken place. Training will be given to identified members of staff. The process towards initiating an intimate care plan is open and transparent and accompanied by robust recording systems.

Storing and Managing Information

Please see the school's Data Protection Policy.

Accessibility

We have an Equality Policy (including Accessibility Plan) that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g., from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy.

- Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Dealing with Complaints

In the first instance, if the parent/carers have concerns around their education and provision, the class teacher would be the initial point of contact. The SENCO could also be involved in order to resolve any complaints. The school has a complaints policy which outlines the processes and steps required.

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years - January 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Child Protection and Safeguarding Policy 2026-2027
- Keeping children safe in education 2026 - Statutory guidance for schools and colleges September 2026
- Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

Reviewing the Policy

This policy will be reviewed annually.

All policies referenced can be found at
https://burlingtonjuniorschool.org.uk/our_school/school_policies/school_policies.html