William Austin Junior School

Policy for Special Educational Needs and Disabilities [SEND]

The aim of special needs provision in our school is to:

- meet the needs of individual pupils through highly effective teaching and learning
- ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- make reasonable adjustments for those with a disability, increasing access to the curriculum, the environment and to printed information for all
- provide a relevant, scaffolded and differentiated curriculum for pupils ensuring the right support is given at the right time.
- involve pupils and parents/carers in the setting and reviewing of learning targets, seeking their views and working in partnership
- ensure a high level of staff expertise to meet pupils' needs, through targeted and continuing professional development
- support pupils with medical conditions so they can participate in all school activities, consulting with health and social care professionals in order to meet their medical needs
- work in partnership with the Local Authority and other external agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners

A pupil is regarded as having special needs if they:

- have a significantly greater difficulty in learning than the majority of children of the same age

or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

[SEND Code of Practice January 2015]

A pupil may have one or more of the following areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

[SEND Code of Practice January 2015]

Admission arrangements and special facilities

Pupils with SEND have a range of different needs. Admission arrangements for pupils with special educational needs but without an Education, Health and Care Plan (EHCP) are no different from the majority of pupils being admitted to our school. If a pupil has a medical condition or physical disability then there will be prior consultation between the family, school staff, the Local Education Authority and/ or the Health Service. This is in order to ensure that the pupil's welfare and needs are met effectively.

For children with an EHCP, parents have the right to request a particular school and the Local Authority must comply with that preference and name the school in the EHC plan, unless it would be unsuitable for the age, ability, aptitude or needs of the child, or the attendance of the child would be incompatible with the efficient education of others or the

efficient use of resources. Before making the decision to name our school in a child's EHCP, the Local Authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provisions to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs would be better met in a specialist provision.

Parents/Carers should contact the following people if they are considering an application for their child at our school:

- the Local Authority Admissions Team http://www.luton.gov.uk/Education_and_learning/Schools_and_colleges/School%20admissions/Pages/default.aspx?utm_source=education_and_learning&utm_medium=carousel&utm_campaign=school_admissions
- the Special Educational Needs Asssessment Team [SENAT] https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=JEftR37V-68

Identification of SEN

It is the school's policy to take early action in assessment and identification of a pupil's special educational needs. It is our belief that early intervention enables pupils to make the best possible progress. Information is received from pupils' previous schools. The Inclusion Manager [Special Educational Needs Coordinator] in the Junior School liaise closely with the Inclusion Manager in the Infant School. The Inclusion Manager also attends the Annual Reviews of Year 2 pupils with an Educational Health Care Plan [ECHP].

On entry to the school all pupils already identified as having special educational needs have a baseline assessment carried out. Pupils may also be referred by teachers, or parents/ carers, if there is some concern about progress. A pupil may also ask for help.

SEN assessments indicate any gaps in knowledge and/or skills. Whole school tracking of attainment and progress in relation to the national curriculum is also completed on a termly basis.
The baseline assessment, along with any concerns raised, helps inform the interventions put in place to support pupils. The pupils' progress is then monitored on a termly basis. Detailed SEND profiles and SEND assessment records are kept up to date.

Parent/ carers' concerns

If parents/ carers have concerns relating to their child's learning then they should first discuss these with their child's teacher. This then may result in a referral to the school's Inclusion Manager, Mrs Douglas. Parents/ carers may also contact the Inclusion Manager or the Headteacher directly if they feel this is more appropriate. The Family Workers in our Family Centre are also on hand to deal with any queries from parents.

We have three SEND pupils' parents' consultations a year [one per term], but parents/carers can talk to teachers at the end of the school day, speak to a member of staff on the telephone or ring to arrange a meeting at any other time. All parents/ carers will be listened to and their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Provision

- All pupils will be provided with high quality teaching that is scaffolded/differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as additional aids and services) to remove barriers and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through classroom observations by the senior management and leadership team, ongoing assessment of progress made by pupils with SEND, and work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- The Inclusion Manager will meet with teachers to provide advice and guidance on meeting the needs of pupils with SEND.

- Pupils' attendance and behaviour records are closely monitored.
- Pupils have individual national curriculum targets set in line with national outcomes to ensure ambition.
- Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed by the class/subject teacher and members of the Senior Management team in termly pupil progress meetings
- Additional action to increase the rate of progress will then be planned and reviewed.
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents/ carers will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

SEND Support

The teacher will work with the Inclusion Manager to identify the action required to remove barriers to learning and to put effective special educational provision in place. The provision will reflect a graduated approach and be delivered as a four-step cycle.

1. Assess:
   - The teacher working with the Inclusion Manager will carry out an analysis of the pupil's needs.
   - This assessment will be reviewed termly, and shared and discussed with parents/ carers.
   - Parents will have the opportunity to assess targets at termly SEND consultations meetings.
2. Plan:
   - Any adjustments, interventions and support will then be put in place.
   - Expected impact on progress, development or behavior will be recorded.
   - A clear date for review will be set.
   - Parents/ carers will be informed of the targets and the support provided at termly SEND consultation meetings and should reinforce or contribute to progress at home.

3. Do:
   - The teacher will be responsible for the daily work with the pupil to attain outcomes.
   - If support is provided away from the classroom, teachers will retain the responsibility for progress and will, therefore, work closely with those delivering the support to plan and assess impact and to link the work to classroom teaching.
   - Teachers will provide a home strategy and resources for parents to complete with their child at home.

4. Review:
   - The impact of the support will be reviewed.
   - Further support will be revised in light of the progress achieved.
   - The Teacher will continue to work with the Inclusion Manager.
   - Parents/ carers and pupils will be kept informed and consulted.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. The school benefits from the support and advice from a wide range of external services:

- speech and language therapists
- occupational therapists and physiotherapists
- Local Authority Advisory Teachers [Learning Support]
- Educational Psychology Service
- Behaviour Support Service
- the Social and Communication Difficulties Team [SCD Team]
- Child and Adolescent Mental Health Service [CAMHS]
- Early Concerns Neurodiversity Team
- the Edwin Lobo Child Development Centre

- specialist nurses and the school nursing team
- outreach workers from the Luton Visual Impairment Provision [based at Chantry Primary], the Hearing Impairment Provision [based at Icknield Primary School], Lady Zia Wernher School and Richmond Hill [special needs schools in Luton]
- our local behaviour provision based at Luton Primary SEMH Service

With parents/ carers' permission, pupils causing concern are discussed at School Liaison Meetings, where the Inclusion Manager meet with a representative from the Learning Support Service, the Behaviour Support Service and the Educational Psychology Service. If pupils meet the threshold for support and advice from an external agency, then a referral is made by the school. Parents/ carers are kept fully involved and receive written reports following any observations or assessments.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Matching the curriculum to the pupils' needs:

- Teachers plan using pupils' achievement within the National Curriculum, differentiating and scaffolded tasks to ensure progress for every pupil in the classroom
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily
- These adaptations may include strategies suggested by the Inclusion Manager and/or external specialists

In addition, some pupils may benefit from:

- 1:1 or small group intervention work to further develop basic Literacy and Numeracy skills
- 1:1 or small group work to develop speech and language skills
- small group work or 1:1 coaching around developing social skills and friendships
- 1:1 pastoral support to help manage emotional difficulties
- specialist equipment organised after consultation with relevant outside professionals

Planned interventions may be carried out by the following members of staff:

- Teaching Assistants
- Teachers
- Inclusion Manager
- Family Workers

Informing parents

Parents/carers will be informed about their child's progress within school:

- at Parents' Evenings
- at SEND pupils' parent consultation meetings
- through Individual Education Plan [IEP] Targets
- at Annual Review meetings

Some parents/carers may require more regular feedback about their child's progress in school and this will be done:

- by daily contact with the class teacher
- through home/school books

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher or the Inclusion Manager at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Support for parents/ carers

We aim to support parents/carers by offering:

- a SEND support group who meet regularly
- Support and advice through CAMH drop in sessions
- support and advice from the Family Workers and our Welfare Assistant
- a range of courses in the Family Centre
- information about local support groups such as FLAG [Families in Luton Autism Group], DADS [Autism Group for Dads], Parent Partnership Service [PPS]
- support and advice in setting targets for children

Support for pupils' overall well-being

The school offers a wide variety of pastoral support for pupils. This includes:

- a Personal, Social, Health, Citizenship and Economic Education (PSHCEE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to develop their emotional and social knowledge and own well-being
- 1:1 pastoral support with key workers
- Using symbols to support communication and understanding
- Social Skills groups and Friendship groups
- Access to a lunchtime club
- Breakfast Club in the mornings
- Listening to the views and wishes of our pupils
- Teaching our pupils how to stay safe
- Our Children of Concern Team who meet weekly to discuss vulnerable pupils and plan appropriate actions/ support

Our school has the following policies in place:

- SEND policy
- SEND Information Report
- Policy for Equality [linked to our Disability Scheme and Accessibility Plan]
- Policy for the Administration of Medicines [Supporting Pupils with Medical Conditions]
- Mental Health and Behaviour Summary
- Positive Handling Policy
- Safeguarding policy
- Looked After Children Policy
- Anti-bullying policy

We involve our pupils in decisions that effect them in the following ways:

- seeking the pupil's views before Annual Review meetings
- giving pupils the opportunity to be at meetings which involve them
- sharing target setting with pupils and involving them in reviewing their progress
- making sure pupils with special educational needs or a disability are represented on the Junior Leadership Team [the school council]
- asking our pupils to complete an annual questionnaire
- Pupil Voice [pupil survey]

Pupils with Medical Needs:

- Pupils with medical needs will be provided with a detailed Health Care Plan, drawn up in partnership with the relevant health professional and parents/ carers and if appropriate, the pupil themselves
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent

- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE) 2014 and are identified in the school Medicine Administration Policy.

Staff Training

Staff in the school are supported to work with pupils with special education needs:

- staff have access to a range of On-line training
- whole staff training is provided in school by the Inclusion Manager
- external Advisory Teachers also provide staff with training when requested, as part of traded services with the Local Authroity
- staff receive training from health care specialists in order to meet pupils' physical and medical needs
- key members of staff are TEAM TEACH trained to meet safe and positive handling requirements

Mrs Douglas the Inclusion Manager has many years of experience as a Special Needs Coordinator. She has the National Award for SEN Coordination [University of Hertfordshire], which mean she is an accredited SENCO.

Playtimes, school clubs and trips

Pupils are supported in less structured times, such as lunchtimes and playtimes in a number of different ways:

- trained midday supervisors and teaching assistants help set up games and activites
- pupils take on the role of playtime buddies
- Teaching Assistants and Teachers, in yellow jackets, are on duty to help and support pupils
- Behaviour Teaching Assistants support pupils and help resolve any incidents at break times
- a range of play equipment is provided
- there is access for pupils to a Lunchtime Club
- Teachers provide a range of activity clubs at lunchtimes
- a safe place is provided for pupils who need somewhere to go for time out [e.g. SENCO Room, Nurture Room]

We enable pupils to have access to after school clubs and school trips by:

- consulting parents/ carers about their child's needs
- carrying out risk assessments and planning appropriate support
- adapting planned activities
- providing necessary resources and equipment
- going to and/or liaising with the places pupils are visiting in order to make suitable arrangements
- encouraging pupils' participation

Accessibility

William Austin Junior School is built on a large site. The main building is on two levels and permanently sited huts are close by.

How accessible is our school?

- The huts have ramps for access.
- People using wheelchairs can access most of our school building, apart from the four classrooms upstairs
- Pupils with physical disabilities, who cannot manage stairs, are placed in downstairs classrooms
- We have two disabled toilets
- Our classrooms have sound systems and teachers have access to and are able to use microphones where required
- We use Communicate in Print for pupils with communication and language difficulties
- Some members of our staff have accessed Makaton training
- We have members of staff who are happy to translate for parents/carers if English is not their first language

Our school has a Policy for Equality [linked to our Accessibility Plan]. Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. Please see Accessibility Plan.

Transfer to a new school

The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND. The annual review in Y5 for pupils with an EHCP begins the process where parents/ carers are supported to make decisions regarding secondary school choice. Parents/ carers are encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to High Schools may be arranged as appropriate.

For pupils transferring to local schools, the Inclusion Manager will**:**

- attend transition meetings with the SEND Coordinators at High Schools
- put careful transition plans in place
- arrange extra transition visits for vulnerable pupils
- pass on SEND information and paperwork

Funding and Allocation of Resources

The school receives funding from the Local Authority and a proportion of this funding is allocated for pupils with special educational needs. The Pupil Premium is additional funding for more vulnerable pupils, such as pupils who receive free school meals and children in care. Extra funding is received for pupils with the most complex needs, linked to Education Health Care Plans.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. Pupils with Education Health Care Plans are a priority for adult support.

We have a wide range of resources to support pupils in school:

- a team of SEND Teaching Assistants is deployed throughout the school
- Interventions are planned for pupils not on track and the impact of SEND interventions is evaluated by the Inclusion Manager and reported to the Senior Leadership Team
- the area of SEND is also allocated an annual budget linked to the SEND Action Plan – from this funding we are able to purchase resources to support access to learning.
- a wide range of resources to support the development of pupils' learning are located in the SENCO Office and Library
- if appropriate, specialist equipment is hired or purchased when recommended by outside agencies such as Occupational Therapists, the Hearing Impairment Provision etc.

Partnership with Parents

The school recognises that parents/ carers know their child best and so value their input. At all times, parents/ carers are kept informed as to the progress and difficulties their child is experiencing, and of different ways in which they can help. Parents/ carers' views are welcome, and the Inclusion Manager and Class Teacher are happy to discuss pupils' individual needs. The school has three Family Workers who work closely with parents.

Complaints Procedure

If a parent is unhappy with the school's provision to meet their child's special needs they may follow the arrangements set out below:

- In the first instance any problem should be discussed with the Class Teacher and/ or the Inclusion Manager.
- If the problem is unresolved the matter should be discussed with the Headteacher.
- If the problem remains unresolved the parent should contact the Governor with the responsibility for Special Educational Needs.
- In the unlikely event that the matter is not dealt with satisfactorily, the parent may contact an officer from the Local Education Authority.

Support Services

Support services for parents of pupils with SEN include **SEND Support for Parents, Carers and Students website** They offer independent advice and support to parents and carers of all children and young people with SEND. The service will also provide information on how to access an Independent Supporter for those parents/ carers whose child is being assessed for an Education Health Care Plan [ECHP]. Independent Supporters aim to provide guidance to parents/ carers regarding the EHCP process. The nearest Send support for parents can be located at the following website:
http://www.sendiasluton.co.uk/

The School's SEND Information Report can be found on the school's website/ABOUT US/SEND
http://www.william-austin.com/

Parents can find the Luton Authority's Local Offer for SEND by clicking the link below:
http://search3.openobjects.com/kb5/luton/directory/localoffer.page

References:

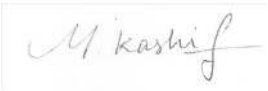
- The SEND Code of Practice (January 2015)
- Part 3 of the Children and Families Act 2014 and associated regulations
- Supporting pupils at school with medical conditions December 2015
- Local Offer: Framework and Guidance

This policy will be monitored and reviewed on an annual basis.

Policy updated: September 2026

Staff responsible: Inclusion Manager

This policy was ratified by the Governing Body on: 16th September 2026

Signed on behalf of the Governing Body:  (signature)

M. Kashif - Chair of Governors

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