

Church Hill C of E Junior School



Special Educational Needs Policy

Mrs D Brown
SEN (Inclusion) Co-ordinator

Dated: October 2017

Review: October 2018

Signed: *A Holmes*

Overview

This policy complies with the guidance given in **Statutory Instrument 1999 No. 2506**. It has been written with reference to the following guidance and documents.

Disability and Discrimination Act
DfES 2005

Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being) (DfES 2004)

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
DfES 2001

National Curriculum Statutory Statement on Including All Pupils
DfES 2000

Inclusion Standards (August 2006)

DDA Accessibility Plan (June 2006)

Gender Equality (November 2007)

Special Educational Needs and Disability Code of Practise: 0 – 25 years (July 2014)

Aims and Objectives of this Policy

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEN policy and practice in this school are:

- To reach high levels of achievements for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- To involve parents and carers in their child's learning and the child in his/her own learning.

We aspire for children at our school with SEN to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition to secondary school, and thus a firmer foundation into adulthood, whether into employment, further or higher education or training

TEAM - Together everyone achieves more

Policy for Children with Special Educational Needs

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Appendix A: Useful Contacts for Parents

For further information on:

Allocations of resources

Provision

IEP arrangements

INSET and training

Additional SEN information

Please contact the SENCO (Mrs D Brown) or The Governor (Mrs. Holmes)

1. Introduction

- 1.1 This policy details the provision for children with special education needs that Church Hill C of E Junior School provides that is 'additional to' or 'different from' the provision made for all children throughout the school.
- 1.2 This policy aims to reduce the barriers to learning for children with special educational needs.

2. Basic Information about Special Education Needs Provision

- 2.1 The Special Educational Needs and Disability Code of Practise (July 2014) gives this following definition of a child with SEN or disabilities:

A child of compulsory school age or a 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Children's and Families Act of 2014 also requires schools to make arrangements to support children with medical conditions, some of which may impact on a child's special educational needs or disability.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

- 2.2 Special educational provision means educational provision which is different from or additional to that normally available to pupils of the same age. It is the reasonable adjustments that may need to be made for children to access a broad and balanced curriculum.
- 2.3 We ensure our teaching is matched to the pupil's learning and that all learners experience a broad and balanced curriculum. In our school we additionally provide for children by giving learning support either in the classroom or through individual or small group work to learn specific skills by withdrawal for a short time each day over a number of weeks.

3. Aims and Objectives

- To ensure the early identification of all pupils with special education needs.
- To be an inclusive school that aims for high levels of achievement by all pupils
- To address identified special education needs effectively using all the resources available to the school.
- To ensure that all staff within the school are committed to providing effective education for all pupils with special educational needs – acquiring staff expertise to work with SEN pupils.
- To ensure that the views of the child with special education needs are actively sought and taken into account.
- To work in partnership with the parents of pupils with special educational needs and to recognise the vital role they have to play in supporting their child's education.
- To ensure the views and concerns of parents are taken seriously and listened to.
- To ensure that children with special educational needs have full access to a broad, balanced and relevant education, including an appropriate, differentiated curriculum.
- To work towards inclusion in partnership with other schools services and the local community.

The Code of Practise: 0 – 25 (July 2014) states that at Church Hill Junior School we must:

- use our best endeavours to make sure that a child with SEN gets the support they need
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO. (This is Mrs Brown.)
- inform parents when we are making special educational provision for a child
- prepare an SEN information report (see our school website) and state our arrangements for the admission of disabled children, including the steps being taken to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the

school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

4. Partnership with Parents/Carers and Involvement of Pupils

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome in school.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen, and act upon concerns appropriately.
- Focusing on the child's strength as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.
- Providing all information to parents and carers in an accessible way.
- Involving the parents/carers and pupils in the IEP writing process.
- Meet with parents and carers at least three times a year, although for most parents, this is likely to be much more regularly.

All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

In addition all pupils who are identified as having SEN are invited to participate in:

- IEP reviews and setting of IEP targets
- Regular meetings with named adults.
- Working with learning and behaviour mentors (if necessary).
- Nurturing groups (if necessary)
- Annual Reviews (if necessary)

5. Responsibilities / Management

5.1 The management of provision for the education for children with special educational needs is the responsibility of the SENCO who has been designated by the Headteacher and Governing Body. The SENCO must have qualified teacher status and must either gain or hold the National Award for SEN Co-ordination within three years of appointment.

The SENCO (Special Educational Needs Co-ordinator) role has responsibility to:

- Oversee the day-to-day operation of the SEN Policy.
- Co-ordinate provision for children with special education needs.
- Liaise with and advise members of staff.
- Be aware of the provision outlined in the local offer.
- Manage and support learning support assistants and the pastoral team.
- Oversee the records of all children with special educational needs.
- Liaise with parents of children with special education needs.
- Liaise with SENCOs in settings which children transfer from and to.
- Liaise with special schools network to share good practice and development group settings.
- Ensure the school manages its role effectively in relation to statutory assessments and Annual Reviews.
- Contribute or provide provision for the in-service training of staff.
- Liaise with external agencies including Parent Partnership service, Education Welfare Service, Learning Support Services (Educational Psychologist, Local Authority support services, and health and social services professionals.
- Maintain up to date professional knowledge and take a leadership role in the continuing professional development of other staff.

5.2 Class Teachers have responsibilities for children with SEN placed in their classes. Their role is to:

- Identify assess and provide for all children's needs.
- Liaise with Teaching Assistants, Learning Mentors and Behaviour Support Workers and ensure their support is well planned.
- Write individualised targets for children in their class, as required, and keep them under review.
- Maintain effective records of all children's progress
- Liaise with the SENCo.
- Ensure parents are kept informed about their children's progress and the targets that are set.

- Liaise with professionals from outside the school and put into place the recommendations arising from their support.
- Contribute towards Annual Reviews.

5.3 The school employs Learning Support Assistants or Teaching Assistants, Higher Level Teaching Assistants, including 1 speech and language LSA whose role is to:

- Increase children's access to learning, assisting them to overcome any barriers with their learning.
- Implement interventions that support children to achieve their targets.
- Discuss observations with the Class Teacher and SENCo.
- Liaise with parents and other professionals, where necessary
- Review progress with children.

5.4 There is one named Governor for SEN (Mrs. Louise Holmes), who meets with the SENCO each term to review the school's arrangements, and ensure the policy is kept under review. The Governing Body has the responsibility for agreeing the school's budget allocation for SEN and ensuring it is appropriately allocated. The SENCO reports annually to the Governing body concerning SEN issues.

6. Admission Arrangements for Children with Special Educational Needs

6.1 Children with special educational needs, other than those who have a statement of special educational needs or an Education and Health Care Plan, will be subject to the same admission arrangements as all other pupils.

6.2 Children with an Education and Health Care Plan will be admitted to the school if the school is named on their EHCP and agreed by all parties.

7. Pupils with Disabilities / Special Provision

7.1 The SEN and Disability Act (1991) reinforces inclusion practice and covers every aspect of school life. It aims to break down the barriers each disability may cause. The Special Educational Needs and Disabilities Code of Practise: 0 – 25 supports this.

7.2 Not every child with SEN will have a disability. Not every child with a disability will have SEN; however the following provision may be put into place to meet specific requirements:

- Children with disabilities and medical needs may have a care plan, outlining their additional needs and how school, parents and the child will work together to meet these needs.
- Some children with behavioural difficulties due to emotional, social or mental health needs may have a behaviour plan and a risk assessment, agreed by school, parents and the child.
- Some children with complex educational and/or health needs may have an Education and Health Care Plan.

7.3 We are committed to providing full access to the curriculum for all children where ever possible (see Accessibility Plan).

8. Identification, Assessment and Review (Curriculum Access and Provision)

Pupils needs are identified as early as possible (as outlined by the Code of Practice).

8.1 The SENCO works with the school assessment co-ordinator and teaching staff using whole school data, Target Tracker, Fisher Family Trust, Raiseonline etc. to monitor and evaluate the progress of pupils identified as having SEN. Staff also monitor progress of all children termly during pupil progress meetings.

8.2 P Scales are used to monitor the progress of pupils achieving significantly below age related expectations.

a. Additional monitoring of SEN pupils include:

- Teacher Initial Concern Forms
- Individual pupil assessments by SENCo or LSA
- Criterion referenced check lists to assess and monitor progress.
- Termly class or group assessment and monitoring meetings to identify pupil progress
- IEP reviewed with parents and pupils and targets set x3 per year.
- Addressing parental concern (parent meetings)
- External agency advice collated and shared with all relevant staff.
- Liaison with SENCO at KS1 and KS3 for transfer placements.

b. Most children's needs will normally be met through differentiated curriculum planning and varied teaching styles with additional teaching support from Teaching Assistants. Some pupils will benefit from an intervention programme that is 'additional to' the class curriculum (parents are informed

about these arrangements.) A few pupils will require some 1:1 additional support from an adult.

- c. An Individual Education Plan (IEP) will be prepared for most SEN pupils and all others will either have a behaviour plan or a care plan.

an IEP, care plan or behaviour plan will detail the arrangements we will put in place to ensure progress can be made. We will involve parents fully in this process, so they can also give extra support and encouragement to their child. The class teacher is responsible for completing these forms and ensuring a copy is placed in the child's SEN record and sent/shared with parents/carers. The SENCO will work with the class teacher to support this process. Where there continues to be limited or no progress, we will seek parental permission to call upon support and advice from outside agencies.

8.3 Where a child has such significant difficulties that their needs are not being met through the above, the school or parent will request an Education and Health Care Plan (EHCP) from the local authority. This process will be fully explained to parents, if such a request is necessary. The purpose of an Education and Health Care Plan is to assess special educational needs in detail and identify the provision that must be put into place up to the age of 25. The plan must be reviewed at least annually.

8.4 All children with an Education and Health Care Plan will have an IEP, targets based upon the long term objectives set out in the child's EHCP. The IEP will be reviewed at least termly and these will be fully considered at an Annual Review of the EHCP.

Dated:

Review:

Signed:

This policy will be reviewed annually with SEN Governor and referred to a whole Governing Body meeting for approval.

1. Outside professionals might include Educational Psychologist, Advisory Teacher, Primary Behaviour Support Team, Special School Outreach Services and / or health professionals, such as Occupational or Speech and Language Therapists.