

Woolenwick Junior School Special Educational Needs Policy V2

Policy Name	SEN
Created by	school
Responsibility of	School improvement
Reviewed by	JM
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Cycle	3 years
Ratified by Full Governing Body on	July 2018
Policy will be published	website

Version History

Version	Amendments	Date	Author
V1	Original document	Jan 2015	CC JM CS
V2	review	June 2018	JM

Legislative Context

The Children and Families Act 2014 requires the governing bodies of maintained schools, nursery schools and the proprietors of academy schools to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities (SEND) and the outcomes for these pupils.

The information must be updated annually and any changes occurring during the year must be updated as soon as possible. The information required is set out in the draft SEND Information Regulations and reflects information required for the local offer.

The statutory duties on schools under the Equality Act (2010) remain. Schools must not discriminate and they must make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children and young people.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 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 of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

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”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Woolenwick JM School uses statutory guidance with regards to supporting pupils with medical conditions (DfE 2014).

Involvement of parents and pupils

(NB the term parent is used to refer to all parents/carers)

Woolenwick JM School ensures that the information is easily accessible to pupils people and parents and is set out in clear, straight forward language, so that they understand the provision that is available, how they may support their child and how they and their child can contribute to decision making.

For more detailed information, our local SEN offer can be found on the school website. The local offer will address the following questions, frequently asked by our parents and carers.

- How does the school know if children/young people need help
- What should I do if I think my child has special educational needs?
- How will the school know how well my child is doing?
- How will I know how well my child is doing?
- How will the school know that what they are providing is helping my child make progress?
- How will the school staff support my child and how will the curriculum be matched to their needs?
- How will the school support me to support my child's learning?
- How is the decision made about the type and level of support provided to my child?
- What extra- curricular activities are available for my child?
- How will they be included in activities outside the classroom, including school trips?
- What support will be available for my child's overall well-being?
- What specialist services and expertise are available in school/accessed by school?
- What training has the staff working with pupils with SEN received?
- How accessible is the school – indoors and out?
- Who should I contact if I have any questions or concerns

Mission Statement

“Resilient, respectful and achieving.”

We believe;

High quality teaching which is differentiated and personalised should be available for all pupils .

Special educational provision is that which is additional to or different from what is provided to all'.

(SEN Code of Practice 2014)

Woolenwick is a mainstream school and our guiding principle is one of Inclusion. We are **'committed to inclusive education (of all pupils) and the progressive removal of barriers to learning and participation in mainstream education.'** (CoP 2014)

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation.

Aims and Objectives

- Our guiding principle is one of Inclusion. We want to promote effective learning for all and identify and minimise possible barriers to Learning.
- All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation.
 - **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
 - **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.
 - **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the Inclusion Department (SENCo, INCo and FLW) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
 - **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
 - **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone, the school accesses links with a number of professionals and agencies including: An Educational Psychologist; a Speech and Language Therapist; a qualified counsellor; the advisory service for impairments; CAMHS; the School Nurse; the Behavioural Support Team & a counsellor and outreach from specific learning difficulties (SpLD) bases.

Identification and Assessment of SEN

The four areas of special educational needs

- Special educational needs and provision can be considered as falling under four broad areas
 - ❖ **Communication and interaction**
 - ❖ **Cognition and learning**
 - ❖ **Social, mental and emotional health**
 - ❖ **Sensory and/or physical**
- Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.
- Listen and record issues raised by a parent/carer a child's progress/behaviour.
- Use daily or on-going teacher assessment to identify and define concerns.
- Audit of children's development when joining a new class during handover meetings.

- National Curriculum levels and teacher assessment will aid diagnosis of those children who require support.
- Concerns can be raised informally with the Inclusion Team at any time for advice and guidance.

Responsibility for the co-ordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Jo Marshall (SENCo), supported by Jackie Birch (FLW), as well as Gary Hawkins (Headteacher).

Roles and Responsibilities

The governing body at Woolenwick JM School is committed to a fully inclusive school. The governor for SEN is Catherine Shadbolt.

Their responsibilities include:

- Reporting back to FGB.
- Termly monitoring visits.
- Attend SEN briefing up-date meetings.

The Special Needs Co-ordinator is Jo Marshall and the Family Liaison Worker is Jackie Birch. Their responsibilities include:

- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers
- Co-ordinating the Provision Map
- Monitoring the impact of Teachers and Teaching Assistants on the learning of identified children
- Contacting parents/carers/guardians about any assessments to take place or the progress of any applications and to inform them of any meetings that they should attend.
- Liaising with infant/junior/secondary school SENCOs. Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCo will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.
- Hold consultations with educational psychologists, school nurse, speech and language therapists and other health services to determine the effective use of their time within school.
- To maintain good record keeping and the SEN register
- Ensuring that appropriate evidence is gathered and records kept including the effective organisation, managing and minuting of review meetings.
- Keeping up to date with current initiatives locally and nationally
- Seeking out and sharing best practice.
- Informing governors of developments and progress within SEN.

The SENCo is a qualified teacher.

Identification: a graduated approach

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school 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

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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 teacher. They will work closely with teaching assistants

and 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

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Access to the curriculum, information and associated Services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided by the school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

We set appropriate individual passport targets that motivate pupils to do their best, and celebrating achievements at all levels.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

Well being

We create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school, where pupils feel safe to voice their opinions. Targets are carefully monitored measuring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and peer mentors and sports leaders.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or the Inclusion team, who will be able to advise on formal procedures for complaint.

Working in partnerships with parents

Woolenwick JM School believes that a close working relationship with parents is vital in order to ensure;

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision.
- continuing social and academic progress of children with SEN.
- personal and academic targets are set and met effectively.

- In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEN to relevant services (see school SEN offer), where specific advice, guidance and support may be required.

Training and Development of all Staff

See the school's SEN offer on the website.

Further Information

Woolenwick's local offer of services and provision for pupils with SEN can be accessed on the school's website. The authority's local offer of services and provision for children and young people with SEN can be accessed at www.hertsdirect.org/localoffer.

The *SEN Information Report* (which includes details of funding) can also be found on the school website under statutory information. Furthermore, the policy for '*Supporting Children with Medical Conditions*' can also be located on the school's website.

For further information on the *Accessibility policy*, the *Bullying policy*, the school's *SEN Offer* see the school's website.

The Staff Handbook includes a detailed section on SEN provision and support.