

Whybridge Junior School

SPECIAL EDUCATIONAL NEEDS POLICY

IDENTIFYING, ASSESSING AND PROVIDING FOR
PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Subject leader: Mrs H Graham

Date: 7th December 2016

Review Date: 7th December 2017

GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs our policy objectives are:

- to ensure that our duties, as set out in the Education Act 1996, SENDA 200, the Disability Discrimination Act 2005, section 69 (2) of the Children and Families Act 2014, regulation 51 and schedule 1 of the Special Educational needs and Disability Regulations 2014, are fully met to enable pupils with special educational needs to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify and assess pupils with special educational needs (SEN) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them;
- to ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs;
- to ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them;

- to monitor our effectiveness in achieving the above objectives.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

Governors will fulfil their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEN governor or committee of governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

The **Head Teacher** has overall responsibility for the day to day management of provision. S/he will work closely with the school's SEN co-ordinator and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy.

The Special Educational Needs Co-ordinator (SENCO) / Inclusions Manager

NAME: Mrs H Graham

The SENCO will be responsible for:

- *the day to day operation of this policy;
- *co-ordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies;
- *providing related professional guidance to colleagues with the aim of securing high quality teaching;

- *monitoring the quality of teaching and standards of pupils' achievement, and by the setting targets for improvement in conjunction with class teachers;
- *collaborating with curriculum co-ordinators to ensure learning for all children is given equal priority;
- *ensuring that proper records are kept;
- *contributing to the in-service training of staff;
- *using available resources to maximum effect.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person NAME: Mrs Helen Graham

*** The LA have been informed that, when they conclude that a pupil at the school requires a statement of special educational needs, they should inform the above who will ensure that whoever teaches the pupil knows about his/her special educational needs.

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENCo will gather appropriate information from any school the

pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

RESOURCES

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEN support required by a young person.

STAGES OF ASSESSMENT AND PROVISION

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEN Support)

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENCo identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.

2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
 - persistent emotional difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought. (Note: this may be a year head, form tutor etc.)
4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
5. The class teacher and SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
6. The SENCo will facilitate the collection of all available information about the pupil. Information will be collected from;
 - within the school, using pastoral systems and identified link staff working in departments and faculties
 - progress tracking information
 - parents/carers and the pupil.
7. The class or subject teacher, working the SENCo should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in a Learning Plan.
8. The pupil's subject and pastoral teachers will be responsible for working with the pupil on a daily basis and for planning and delivering the Learning Plan.(LP)

9. All staff will be involved in providing further help to pupils. (Note: For this reason the arrangements for recording LPs should be planned and agreed with all staff and endorsed by senior management.)
10. The LP will be reviewed every 10 weeks as part.
11. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent LPs will reflect strategies to meet their needs and show a graduated response to those needs.
12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCo in consultation with teaching staff, parents and pupil.
13. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
15. If the pupil or young person:
 - continues to make little or no progress in specific areas over a long period of time
 - continues working at a standard substantially below that expected of pupils of a similar age
 - continues to have difficulty in developing literacy and numeracy skills
 - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme
 - has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
 - has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
 - is receiving at least £6,000 of support and any pupil premium to which they are entitledthen a statutory assessment may be sought from the Local Authority

School Request for a Statutory Assessment

The SENCO will again take a leading role and will provide information to a moderating panel who will scrutinise the information provided, including:

- the school's action through SEN Support
- at least 3 learning plans for the pupil
- Pupil passports
records of regular reviews and their outcomes
- the pupil's health, including a medical history where relevant
- attainment in literacy and numeracy
- educational assessments from an advisory specialist, support teacher or educational psychologist
- views of the parents and child
- involvement of other professionals
- involvement of the social services or education welfare service

Where there is agreement to proceed the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the child at SEN Support.

If the LA decides not to make a statement of special educational needs then the child will remain at SEN Support..

Education Healthcare Plan

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows.

1. The Head Teacher/SENCo will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year.
The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher/SENCo will seek;

- written advice from parents and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are;
- the pupil's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA
 - the pupil
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENCo or representatives from colleges/sixth form colleges etc.
6. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Year Five

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan(EHCP) if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all youngsters with EHCPs will be decided by February 15th. Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCo or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

INCLUSION

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.

Regardless of the stage pupils have reached our emphasis will be upon including them, alongside the other children, in the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them. Pupils will only be withdrawn from normal activities when:

- 1) The child will benefit from some intensive individual work on a cross curricular skill (e.g. reading).
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the child to participate and some alternative has to be arranged.
- 3) Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced curriculum, including the National Curriculum.

INVOLVING PARENTS/CARERS AND PUPILS

The views of parents/carers will be sought at all stages of assessment and provision. Whenever and wherever possible the views of the child will be ascertained and the child will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEN and will encourage them to work with us in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and

his/her needs than can be done separately. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child, while appreciating the sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

The LA has made arrangements to provide independent information and advice on SEN matters to the parents/carers of children with special educational needs. The overall aim of the service is to empower parents to play an active and informed role in their child's education. This includes access to an Independent Parental Supporter. In Havering this is done through the Parent Partnership Officer. Details of the service, and contact information, are available from Parents in Partnership Service.

CHANGING SCHOOLS

When a child leaves us to transfer to another school, the SENCO will forward relevant information about the child's needs and the efforts we have made to meet them. This will be done within 15 days of the pupil ceasing to be registered at the school. Where a pupil is moving to a local school this will be achieved, wherever possible, by inviting the SENCO for the receiving school to the last review meeting that is held under the staged procedures described above and a person centred review meeting

will be held. We maintain good links with schools who receive our pupils and this is particularly so in respect of pupils with SEN.

COMPLAINTS

Our School Prospectus contains the following passage: "If you have any complaint about the special educational provision we make for your child please speak to the Head Teacher or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction it will be referred to the *Governing Body/ special needs committee of the Governors/ special needs governor* who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting."

MONITORING AND EVALUATION

The Governors will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this Governors will monitor:

- The standards obtained by pupils with special educational needs.
- The number of children at SEN Support and those with EHCPs.
- The pattern of resource allocation to children at each stage.
- Additional resources allocated for children with "EHCPs".
- The level and pattern of help provided at each stage
- Case examples selected from pupils with SEN at all stages
- The views of parents expressed on Learning plans and pupil passports and any complaints received.
- The extent to which pupils' views are reflected on Learning plans and pupil passports.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities.

Signed

Mrs H Graham