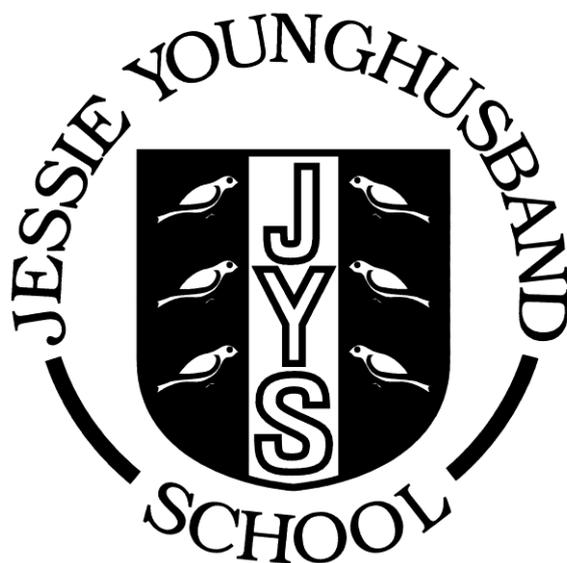


Jessie Younghusband School



Special Educational Needs Policy

**Agreed Spring 2017
Review Spring 2018**

AIMS AND ASPIRATIONS

We believe that all children have the right to a broad and balanced curriculum in which individual potential can be achieved in an atmosphere of encouragement, acceptance and respect. Staff and Governors operate an open admissions policy for children with special needs and disabilities and aim to fully integrate children with SEND into the academic and social life of the school and to enable them to work to their potential. The school will ensure that children with SEND are encouraged to develop confidence and recognise value in their own contributions to their learning. They will be encouraged to participate in the decision making processes and contribute to the assessment, target setting and review of their needs. Children with SEND will not be placed at a disadvantage in comparison with other children. The school recognises the importance of parents/carers in helping children to achieve their potential and so they will be valued and treated as partners and encouraged to play an active and valued role in their children's education. We aim to raise the aspirations of and expectations for all pupils with SEND.

The school is concerned with each child's overall well being, and policies regarding Child Protection, Physical Intervention and Disability Equality Duty should be read in union with this policy.

OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
 - To work within the statutory guidance provided in the Special Educational Needs and Disability Code of Practice July 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
 - To provide a SENCo who will work with the SEND policy. (If the SENCo does not hold the National Award for SEND Co-ordination they must agree to work toward this within the first year of appointment.)
- To ensure that every teacher is a teacher of every child, including those with SEND.
- To provide support and advice for all staff working with special educational needs.
 - To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils. This policy details how our school will do its best to ensure that appropriate provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.

INCLUSION AND ACCESS

We believe that all children should be equally valued in school. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

ACCESS TO THE CURRICULUM

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate. The school will ensure that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils. Wherever possible, specialist resources and equipment will be available and adapted to meet the needs of an individual.

ACCESS TO THE ENVIRONMENT

The school is on two levels but all areas are accessible to wheelchairs via an outside route. There are good lighting and safety arrangements for visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised.

DEFINITIONS

Definition of Special Educational Needs and Disabilities Children have special educational needs and disabilities (SEND) if they have a cognition and learning, sensory and/or physical, communication and interaction or social, mental and emotional health difficulty which calls for special provision to be made for them which is additional to and different from quality first teaching. There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action. The triggers for intervention will be concern, underpinned by evidence, about a child who, despite differentiated learning opportunities and/or additional support, makes:

- little or no progress over a specified period of time even when teaching approaches are targeted at a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some areas of the curriculum
- presents persistent social, mental health or emotional difficulties which are not helped by the techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress,
- has communication and/or interaction difficulties and continues to make little or no progress

We also recognise that there are a numerous factors that may impact on progress and attainment but are not considered special educational needs. For example:

- disability
- attendance and punctuality
- health and welfare
- English as an additional language (EAL)
- being in receipt of the pupil premium
- being a looked-after child
- being a child of servicemen/women

A GRADUATED APPROACH TO SEN SUPPORT

Jessie Younghusband School operates a graduated response to identifying and providing support for children with SEND which will be underpinned by the “assess, plan, do, review” cycle. The progress of every child in the school will be tracked by the Headteacher, SENCo and class teachers throughout the year. Every half term the SENCo will monitor data and identify children whose progress is of concern. The names of these children will be shared with class teachers and discussed at progress meetings. Special Needs meetings are held at least once in each term. At these meetings the staff, Head teacher, SENCo, teachers and teaching assistants discuss the progress of children on the Special Needs Register and the next steps to be taken. New concerns are also be identified. The SENCo will update the Special Needs Register as necessary. The Register records the children who are receiving SEN support and also those who are on the watch list. Individual children's records are kept in the filing cabinet in the Special Needs room. Class teachers keep copies of all relevant information in a SEND file in their classrooms. Learning Passports are kept in the child's classroom with relevant resources.

WATCH LIST

Where a child's data shows no or persistently slow progress for more than one term in one or more subject areas of Reading, Writing or Maths (and they have not already been identified as being a child with SEND), this will trigger an action to move them onto the SEND watch list. This information will be passed onto teachers who will consider the needs of these children as part of Quality First Teaching and targeted intervention. Hopefully this will be enough to remove them from the watch list within a term. The Headteacher will also contribute to the watch list if children are identified as making no or persistently slow progress during teacher data meetings.

SEN SUPPORT

If after one term, a child on the watch list continues not to make progress or a parent/member of staff have raised concerns about a child, the class teacher will arrange a meeting with parents to identify areas for concern and agree aims and objectives for the child. The teacher may then complete a Learning Passport for the child which will reflect the aims and objectives agreed with the parents. The Learning Passport will include targets, will detail interventions to be used and will track progress. The child will be involved in this process. The class teacher will review the Learning Passport regularly to assess the impact of the interventions in use. New targets will be set at least termly but more often as necessary. Interventions which may be used include 1:1 or small group targeted support, the use of specialist programmes such as “Jump Ahead” and the use of specialist resources. It is hoped that appropriate intervention at this level will be sufficient to make accelerated progress and move closer to age related expectations.

When there is evidence that the pupil is making insufficient progress despite significant support and intervention, further advice and support may be sought from outside professionals. The child will be then placed on to the school's SEND register and will be identified as receiving SEN support. Children at this level will continue to have their provision planned and recorded in their Learning Passports. Where an external support

service has been involved they will meet with the SENCo and may also meet with parents to discuss areas of concern and advise teachers and parents on ideas, strategies and resources for new targets. They may provide additional assessments if appropriate. The school will not seek advice from external agencies without the knowledge and consent of the parents.

REQUEST FOR STATUTORY ASSESSMENT

If a child has demonstrated significant cause for concern over a significant period of time, a statutory assessment may be requested by the school. The local authority requires detailed information on the child's specific needs and programmes of work undertaken, with reference to activities and resources. This evidence could take the form of:

- reviewed and updated Learning Passports linked to professional advice over at least two terms
- a summary of needs relating to the child's cognition and learning, sensory and/or physical, communication and interaction or social, mental and emotional health barriers
- references to the pupil's health
- attainment in literacy and numeracy
- current one page pupil profile
- educational and other assessments, e.g. from a member of the advisory support staff, speech and language or an educational psychologist
- views and statements of intent from the parents, child and school where possible and practicable
- involvement of other professionals e.g. health, social services or educational welfare service

If the evidence presented to the local authority suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, it will begin a statutory assessment. The local authority may decide that the degree of the pupil's difficulties and the nature of the provision necessary are such as to require them to determine the child's special educational provision through an Education Health Care Plan (EHCP).

EDUCATION, HEALTH AND CARE PLANS/STATEMENTS

Children with a Statement of Educational Needs or an EHCP will also have a Learning Passport which will identify how all of their long term objectives are being supported. These documents will be updated at least three times a year and form the basis of discussion during annual Statement/EHCP review meetings and end of year transition notes to the child's new class teacher. As far as possible these targets will be implemented within the ordinary classroom setting and the delivery of these interventions will be targeted and planned for by the class teacher. A statement of Educational/EHCP need will not automatically qualify a child for a named 1-1 Teaching Assistant, as part of the child's targeted development will be linked to acquiring independent life and learning skills that are in line with their level of understanding and ability. However, additional support and targeted intervention linked to the statement long term objectives will form an integral part of the child's provision. We will always use our best endeavours to ensure appropriate provision is in place to meet a child's needs regardless of a statement.

All statements/EHCPs must be reviewed annually with the parents/carers, the pupil, the Local Authority, the school and other professionals involved. All parties are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special provision specified in the statement. The class teachers and/or support staff will be expected to attend these meetings. This review will focus on the achievements of the child as well as the difficulties encountered.

ROLES AND RESPONSIBILITIES

All staff and members of our school community are responsible for identifying, teaching and supporting pupils with SEND. The Governing Body will ensure that it makes provision for all pupils with SEND by allocating appropriate resources within the school, based on an audit of need. In addition, under the Children and Families Act 2014 the Governing Body must use their 'best endeavours' to actively monitor special educational provision within the school.

Mrs Rachael Potter is the school's SEND co-ordinator (SENCo), with responsibility for:

- liaising with teachers, support staff, parents/carers and support agencies on matters relating to SEND provision
- overseeing the day to day operation of the school's SEND policy as well as co-ordinating provision for pupils with SEND
- monitoring and reviewing Learning Passports and overseeing the records of pupils with SEND
- organising the annual reviews of children with statements of educational needs/Education Health Care plans
- regularly checking the school tracking data for children with SEND
- regularly reporting to the Headteacher and the Governors
- ensuring that all relevant transition arrangements and information for all children on the SEND register is passed onto the next class teacher at the end of the summer term
- identifying and ensuring that the training needs of staff are met

Mrs Rachael Potter has completed the National Award for SEN Co-ordination, and is a practising qualified class teacher.

The child's class teacher will remain responsible for working with the child on a daily basis and for assessing, planning, delivering and reviewing an individualised or group programme. Teachers will be responsible for setting, recording and updating targets and implementing provision made for a child with SEND. They will also be required to request to meet and share current and achieved targets with parents (ideally whenever they are updated) but at least once a term which may be in addition to the usual parents evening meetings.

Parents/Carers are consulted and kept informed of the actions taken to help their child and invited to review meetings three times per year, or more frequently if appropriate. These meetings may be in addition to parents evening. These meetings are also in addition to annual review meetings for children with a statement/EHCP. Parents and Carers are encouraged to initiate more regular meetings if required to discuss their

concerns and to plan steps forward for their child. In the event of the desire to use outside agencies to support or assess a child, parents will be notified of this in advance of the appointment. Where parents or carers decide not to agree to include their child on the SEND register, this will be recognised and recorded. The school will however continue to monitor and provide support and intervention where appropriate for the child, in line with normal classroom differentiated practice.

THE RESPONSIBILITIES OF THE GOVERNING BODY

The governing body should have regard for the Code of Practice when carrying out duties towards all children with SEND. This enables them to:

- ensure that the necessary provision is made for pupils with SEND
- co-operate with the Head teacher and SENCo to determine the school's general policy and approach to provision for children with SEND
- ensure that the teachers are aware of the importance of identifying and providing for those children with SEND
- ensure a current update of SEND is reported each term at the Pupils' and curriculum committee
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- ensure that pupils with SEND are included as far as possible into the activities of the school and with other children
- consult with the Local Authority and the governing bodies of other schools, when appropriate, in the interests of co-ordinated SEND provision in the area

The appointed SEND Governor is Mrs Vera Abraham.

ADMISSION ARRANGEMENTS

The Governing Body has agreed with the Local Authority admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the 2014 Code of Practice. The admission arrangements for children with SEND and without a statement is no different than for other children. However careful attention is paid to identifying the individual needs of children on entry to the school. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

TRANSITION ARRANGEMENTS

Transition Arrangements are made for teachers to meet a representative from the local secondary schools at the end of the school year prior to transfer. In some cases the SENCo will liaise with school and arrange additional transition sessions for children who will find the move stressful or difficult. All SEND records and reports are transferred to the secondary schools at the end of KS2 or to the receiving school if the child leaves before this.

RESOURCES

A wide selection of teaching materials, advice, information on specific conditions, books etc. are available in the Special Needs area and can be discussed with the SENCo / assistant.

INSET ARRANGEMENTS FOR STAFF

The Head teacher and Deputy Head teacher evaluate training needs for all staff taking into account school priorities as well as personal professional development. Should an SEND training need be identified by the SENCo, inset for teaching staff and teaching assistants will be discussed with the Head teacher, and arranged in the usual way as part of the School Improvement Plan.

PARENT PARTNERSHIP

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.

EVALUATION

Complaints

The school's complaint procedures are set out in the school prospectus. Teachers will work closely with parents at all stages in a child's education and should be the first port of call in case of any difficulty.

Success Criteria

The success criteria for the Special Educational Needs Policy include the following:

- children with Learning Passports will meet their individual tasks and targets
- outside agencies, e.g. Educational Psychologist, have been involved in school
- parents contribute to their children's Learning Passports
- governors approve the allocation of resources for Special Educational Needs in the budget

POLICY REVIEW

The policy will be reviewed on an annual basis.

