**Newport C of E Junior School**

**SEND policy 2016**

We see each student as a ‘unique’ and valued member of our community and endeavour to enable each child to meet their full potential. We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include after school interventions, short-term intervention learning or other learning interventions developed on an individual needsbasis.

# Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)** and the statutory requirement laid out in the SEND Code of Practice 0 – 25 (11 June 2014 – updated 1st May 2015) and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DfE Feb 2013
* SEND Code of Practice 0 – 25 (11 June 2014)
* Schools SEN Information Report Regulations (2014)
* Statutory Guidance on Supporting pupils at school with medical conditions April 2014
* The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
* Safeguarding Policy
* Accessibility Plan
* Teachers Standards 2013
* Ofsted Section 5 Inspection Framework April 2014
* Children and Families Act 2014

Ithas been written as guidance for staff, parents or carers and childrenwith reference to the following guidance and documents.

**Principles**

The school’s Special Educational Needs (SEN) Policy is based on the following principles:

* That all teachers are teachers of children with Special Educational Needs and have responsibility to meet those needs with the advice of the school co-ordinators, teachers with expertise and external professionals as appropriate
* That needs will be identified at an early stage and that assessment of all children whether or not they have Special Needs is an ongoing process
* The effective management, school ethos and the learning environment can help prevent some Special Educational Need from arising and minimise others
* That pupils with Special Educational Needs will be fully included into the life of the school and its curriculum, enabling them to maximise their potential as learners and to contribute to the social and the cultural activities of the school
* The children receive appropriate support by the organisation of:
	+ special groupings within class
	+ withdrawal for specific interventions
	+ in-class support
* That parental support and involvement is crucial to the success of any Special Educational Needs intervention
* That information is provided for all those concerned – parents, Governors, teachers, support staff – related to the policy and practice of SEN provision in school

**Code of Practice (2014)**

***Special educational provision* means:**

* for young people aged between 0 – 25 years, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
* We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning behaviour, social, mental and emotional development, and sensory and/or physical development.
* We work closely with all parents to listen to their views so as to build on children’s previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
* Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN.
* We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all children. This policy should therefore be read alongside our policy for equal opportunities.
* Children/pupils with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

**Able Children**

* Under the umbrella of Special Education provision we also include very able children and children within the middle band who may need at times in their education to be individually targeted. For these children we endeavour to ensure they always reach their full potential, with targeted support, other strategies include, blocked assessments with linked target setting procedures. These are monitored on a termly basis.
* Setting procedures are used to further differentiate groups of children by ability.
* Attendance at Easter and summer school and cross-phase initiatives between ourselves and KS3.
* A record of able children is maintained by the school.

**Areas of Need**

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

* communication and interaction
* cognition and learning
* emotional, social development and mental health
* sensory and/or physical

**Identification, Assessment and Review**

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child’s difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child’s progress.

Any of the following may trigger a concern.

 The child and parent/carer are involved throughout.

* Parents/carer
* Child
* Class teacher assessment
* Response/ length of time on SEN register
* Any of the support services mentioned later
* Records – transferred from another school
* Base line assessments
* SAT results
* In-house testing and assessment
* Special needs register
* Pupil tracking

In identifying children who may have special educational needs we can measure children’s progress by referring to:

* their performance monitored by the teacher as part of ongoing observation and assessment
* the outcomes from baseline assessment results
* their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
* their performance against the level descriptions within the National Curriculum at the end of a key stage
* standardised screening or assessment tools.

Individual support

At Newport C of E Junior School support is given to all children through high quality teaching with differentiated activities. If more focused support is required, a child will be supported by school interventions and recognised on class and individual provision maps. Educational Health Care (EHC) plans are applied for and used to support children when the need has been identified. These plans are used to support transition from class to class, as well as when joining the junior school and then from juniors to mainstream or special secondary, dependent on the child’s needs. Further meetings, pre-visits and information are passed on to staff or the new school to make the transition as smooth as possible for the child. Parents and the children are involved in the process.

Based on assessments made the child’s teacher in consultation with the SENCO and parent will adopt a graduated response in line with the Code of Practice, identified children will be placed on the school’s SEN register. Children are placed on the SEN list and personalised plans are drawn up to support the child’s needs, if or when outside agencies become involved or a further level of support is deemed necessary these agencies contacted.

A plan for individual provision will be put in place for children on the SEN list, this may include:

* Delivery of specific intervention programmes, e.g. letters and sounds, toe by toe, Wave 2 / 3,
* Additional adult time for individual or group support
* Involvement of outside agencies

Individual provision should identify short term targets and achievable, measurable outcomes. Strategies and any additional provision should also be recorded as should starting points. This provision should be reviewed each term and new targets set.

Provision maps.

We aim to identify children with special educational needs as early as possible in their school career. When a class teacher identifies a child with SEN s/he should inform the SEN Coordinator using the appropriate referral form.

If a class teacher has concern about a child these concerns will be discussed in the first instance with the SEN Coordinator, who may suggest that the class teacher should monitor the child’s progress or behaviour for a period of time. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child’s progress and behaviour and ensuring any extra help available will be targeted for the child.

The triggers for outside intervention, could be the teacher’s or other’s concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

• Makes little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness.

• Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.

• Presents persistent emotional or behavioural difficulties.

• Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.

• Has a communication and/or interaction difficulty.

Recording SEN needs within school

Children’s attainment and progress are rigorously monitored as part of the school’s assessment procedures. If a class teacher is concerned the child is closely monitored with targeted high quality teaching. If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SEN Coordinator about whether the child needs to go on the SEN list. The SEN Coordinator will then speak to the parents about the child’s needs. Once this meeting has taken place their will be a letter explaining the move on to the list. The child will have a personalised provision map drawn up with achievable targets. This will be reviewed at three times throughout the year, through the Access, Plan, Do, Review cycle.

If a child requires extra support, in consultation with parents, outside agencies will be contacted to work with the child and recommendations followed on plans.

School request for Educational, Health Care plans

If a child is still failing to achieve after external support the school may deem it appropriate to request statutory assessment. The leadership team will ensure that the needs of children with a EHC plan are met.

Reviewing

Every child who has a EHC plan has their progress reviewed regularly involving input from everyone who works with them. These reviews look at advice on the plan, identify progress made and set targets for the coming term. This forms the basis for the next provision map and helps ensure the child’s needs are accurately identified and being supported. Children with complex needs in Year 5 should have their review scheduled for the summer term to allow for transition arrangements to KS3 to be considered.

Provision maps

All pupils on the SEN list will have an Individual Provision Map. Individual Provision Maps must be reviewed at least three times a year. If a pupil is making good progress the provision map review meeting can be used to consider removing a child from the SEN list. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step on the list. There must be clear evidence in each class teacher’s SEN file of when Provision Maps have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to an EHC plan.

**Transitions**

In the Summerterm the SENCo will liaise with the different infant schools which the children are attending to establish which of the pupils who are progressing to Year 3. This information will be collated by the SENCo in order to draw up the SEN register for Year 3.

As pupils on the SEN list progress to secondary school the SENCo and Year 6 teachers will liaise with the various receiving schools. This will include specialist provision I the case of some pupils with Education, Health care plans.

**English as an Additional Language**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child’s performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from the EMA unit when necessary.

**Responsibilities**

**A Graduated Response to SEN**

All staff have a responsibility for identifying students with Special Educational

Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

Head Teacher

* The day to day management for all aspects of school’s work including the provision for children with SEN
* Keeping the Governing Body fully informed of the operation of the SEN policy
* Setting suitable learning challenges
* Responding to the diverse needs of pupils
* Overcoming potential barriers to learning
* Assessment of individual and groups of pupils
* To ensure that the needs of SEN children are met within the school.

Class teacher

* To know which pupils in their class are on the SEN register.
* To write individual provision maps for children who are on the SEN list who may need referral for an EHC plan.
* Working with the child on a daily basis and identifying and monitoring individual needs
* Planning and delivering a provision that is additional to or different from the normal differentiated curriculum, this will be recorded on Class provision maps
* Daily organisation of Learning Support Assistants/Teaching Assistants.
* To ensure TAs are supporting children in class as directed
* Liaising with the SENCO and outside agencies
* Sharing outcomes on provision maps with the children
* Maintaining close liaison with parents

Teaching Assistants:

Under the guidance of the class teacher to:

* Carry out activities and learning programmes planned by the class teacher and the SENCO
* To keep records of this work as requested.
* To support children in class or by withdrawing individuals and small groups.
* To attend INSET and courses where appropriate.
* To be fully aware of the school’s SEN policy.
* All staff are responsible for children with SEN but additional practitioners, teaching assistants and helpers include

**Mrs L Stanley - SEN Administrator**

**Mrs D Henderson**

**Mrs J Jones**

**Mrs S Fellows**

**Mrs W Sarling**

**Miss S Branton**

**Mrs E Williams**

**Mrs J Rees**

**Mrs T Thomas**

**Miss V Potter**

**Mrs D Underwood**

**Mrs S Wood**

Governors

The governor with responsibility for SEN is Phoebe Robinson

The governing body should:

* Ensure that provision is made for pupils who have SEN
* Ensure that the needs of pupils with SEN are made known to all who are likely to teach them
* Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
* Consult the LA and the Governing Bodies of other schools, when necessary or desirable in the interests of coordinated special educational provision in the area as a whole
* Ensure that a pupil with SEN joins in all activities as far as is reasonably practical and compatible with the children’s abilities and to ensure their learning needs are met
* Report to parents on the implementation of the school’s policy for pupils with SEN
* Have regard to the Code Of Practice when carrying out its duties to pupils with SEN
* Ensure that parents are notified of the decision of any extra provision being made for their child.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel services.

Co-ordinator

The school’s SENCO is Mrs Jane Kerr.

The co-ordinator is responsible for:

* Overseeing day to day operation of the school’s SEN policy
* Co-ordinating provision for children with SEN, ensuring provision maps are written and reviewed termly
* To ensure the schools SEN register is updated regularly
* Liaising with the Head Teacher and Class Teachers regarding the deployment and organisation of additional adults to support children with SEN
* Overseeing the records of provision for all children with SEN
* Contributing to CPD and disseminating information, including updates on current policy and practice, as appropriate
* Liaising with external agencies such as LSAT, Educational Psychologist, School nurse, Speech and Language Therapists, Visual and Hearing Impairment Services and other integrated services
* To organise annual and termly reviews.
* Ensuring the school is represented at Case Conferences, Core Group meetings, LAC reviews, CAF and TAC meetings involving individual children
* Liaising with and informing parents
* To report to Governors as requested by the head teacher.
* To keep their own skills updated by reading, researching and attending INSET on SEN and appropriate related external courses.

Outside agencies

* Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LEA. We work on a regular basis with the following:

**Vicky Cope-Moss Educational Psychologist**

**Vicky Price LSAT**

A graduated approach:

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Who is involved?** | **What is involved?** | **Next steps** |
| High quality differentiated teaching | The class teacher isresponsible fordifferentiating work for all the pupils. | The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. | If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEN list is considered. The teacher responsible for the child informs the SENCO of the Concern. |
| SEN | In consultation with parents, the child is placed onthe SEN list. A plan is formulated using advice from outside agency reports and internal interventions to support the child’s particular needs. | Additional and/orDifferent activities/resources are used to meet the needs of the pupil, including those from work completed with outside agencies. Suggestions for support at home are considered with the parents/ carers. Details are included on the class provision map which is reviewed regularly. | Most pupils should make progress with theadditional help and if necessary support from outside agencies, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment. |
| EHC plan | In consultation with parents, the child will be referred to the LA for assessment for an Education, Health Care plan.  | The local SEN team will contact the family to complete a ‘tell me once’ booklet and compile all information needed to make a decision on required support. | Within 20 weeks the panel will have made their decision and either written a plan for parents to agree to or offered other recommendations if provision can be met without a plan. |

Further detail of interventions and organisations the school can offer are available on the SEND offer 2014.

**Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision *(see Admission policy for the school, as agreed with the Local Authority)*

Link to the Telford and Wrekin SEND local offer

<http://www.telfordsend.org.uk/>