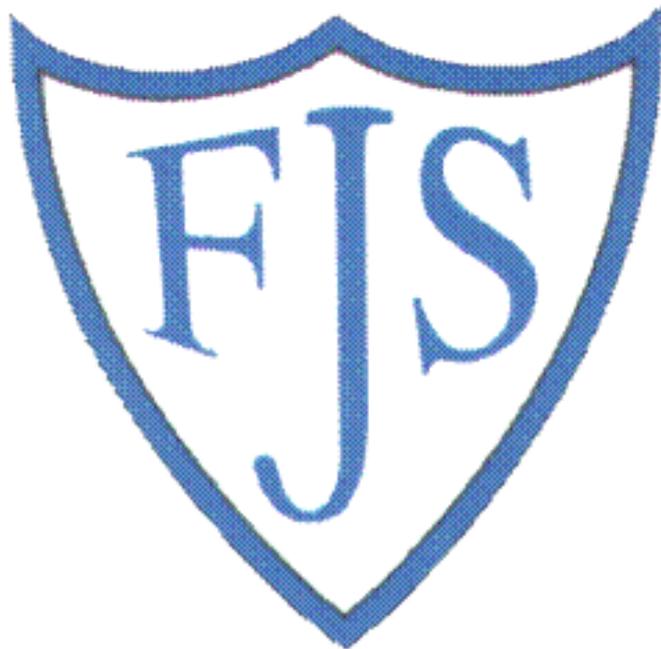


# **Forefield Junior School**



## **Special Needs Policy**

**January 2025**  
**Review 2026**

# **POLICY FOR SPECIAL NEEDS**

## **Introduction- Policy development**

In creating this policy, it has been our intention to agree procedures for:

- 1) identifying children with Special Needs
- 2) assisting teachers and parents in providing an appropriate curriculum for these children
- 3) co-ordinating the work of home and school, as a whole in this endeavour
- 4) ensuring continuity of provision for these children
- 5) identifying review and evaluation systems
- 6) facilitating the involvement of other agencies.

This policy meets the requirements set out in the 2014 'Special educational needs and disability code of practice: 0 to 25 years'

## **Our Philosophy and Aims**

Underlying this school's philosophy is the recognition that all children are entitled to an education that enables them to;

- 'achieve their best
  - become confident individuals living fulfilling lives, and
  - make a successful transition into adulthood, whether into employment, further or higher education or training'
- (Code of Practice 2014)

We acknowledge the need for each child to have equal access to High Quality teaching and a broad and balanced curriculum. A positive attitude and approach to all children creates an environment where they feel valued both as people as well as for their achievements.

At Forefield Junior School we aim to fulfill the National Curriculum Inclusion Statement which states that 'teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'

## **The definition of Special Educational Needs**

The 2014 Code of practice 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 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 '

## **How do we meet the needs of children with SEN?**

The needs of the majority of children at Forefield Junior School will be met as part of High Quality Teaching that is adapted and personalised. There is however, a minority whose difficulties are greater or more persistent - from the minor and temporary, to the major and lasting. Children of all abilities may experience these difficulties. These children will need educational provision that is additional and different to the High Quality Teaching.

When a child is identified as meeting the SEN criteria above, the range of support deployed will be personalised to meet their specific individual needs. A pupil's needs will be identified through thorough assessment by internal or, if necessary, external agencies and in accordance with the schools budget. We promote pupils working towards becoming independent and resilient learners and have high expectations for children with SEN.

Children will be classified under one or more of the four areas mentioned in the 2014 Code of Practice.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

*(Definitions of the four areas of need can be found in Appendix A)*

## Identification of Pupils with SEN.

The importance of early identification assessment and provision for any child who has SEN is crucial. Forefield Junior School adopts a system of early identification, assessment and provision which embody the principles laid down by the Code of Practice (2014).

Our identification process is as follows;

- Any child who was placed on the SEN register in KS1 will automatically be placed on our school register and reviewed termly in line with our policy.
- We will also consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- To ensure that all pupils are identified, we assess each pupil's current skills and levels of attainment on entry, building on information from KS1 settings.
- Assessments of progress are then carried out at the end of each term. This enables us to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
  - widens the attainment gap

This also include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

- Forefield Junior school's first response to such progress is High Quality Teaching targeted at each individuals area of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SEN(D)CO, should assess whether the child has SEN.
- Interventions designed to secure better progress will be put in place, where required. These interventions are split into the three Waves of intervention and are listed in our school Provision Mapping.
  - Wave One -Quality First Teaching
  - Wave Two - Small Group Interventions/Catch-Up Programmes
  - Wave Three -Individualised, targeted support for pupils with SEND

- Further information will be gathered through discussion with pupils and parents.
- If there are concerns but it is felt that needs can be met through High Quality Teaching and targeted interventions, then the child may be placed on the 'Additional Response Register.'
- If the child has a significantly greater difficulty in learning than the majority of others of the same age, or meets any of the SEN criteria mentioned above, then parents will be contacted and, if permission is given, the child will be placed on the SEN register.

In line with the Code of Practice 2014 it should also be noted that;

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.
- Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN. However, we recognise that they may be an indicator of a range of learning difficulties or disabilities. Equally, it will not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- When identifying and assessing SEN for children or young people whose first language is not English we will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not seen as SEN.

## **Our Graduated Approach.**

The 2014 Code of practice states that 'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.'

### **1) Assess**

When a child is identified as needing SEN support the class teacher, working with the SEN(D)CO, will analyse the pupil's needs. This will draw on the teacher's assessment and experience of the pupil and their previous progress, attainment and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will listen to any concerns raised by a parent and compare them to our own assessment and information on how the pupil is developing. The SEN(D)CO may also assess individual pupils using further diagnostic tests.

This assessment will be reviewed termly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SEN(D)CO should contact them if the parents agree.

### **2) Plan**

Where it is decided to provide a pupil with SEN support, the parents will be formally notified and asked to sign a permission form. The teacher and the SEN(D)CO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This information will be recorded on the Child's SEN support plan.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge.

Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

### **3) Do**

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SEN(D)CO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **4) Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated in the individual's support plan, along with the views of the pupil and their parents. This will then feed back into the analysis of the pupil's needs. The class teacher, working with the SEN(D)CO when required, will then revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, there will be an annual review. Parents and all the professionals involved with the child will be invited to attend this review.

## **Involving specialists**

- If the child is not making the expected level of progress despite High quality teaching and targeted interventions then the SEN(D)CO may choose to seek advice from outside agencies. These include;
  - Sefton Special Education Needs and Inclusion Service (SENIS) - who work with schools to provide:
    - Strategies to ensure access and enhance progress.
    - Support with bespoke support plans.
    - Provide training
  - Education Psychology Service
  - Physiotherapy Service
  - Occupation Therapy Service
  - Speech and Language Therapy Service
  - Child and Adolescence Mental Health Service (CAMHS)
  - Paediatric Services
  - The Autism and Complex Needs team
  - School Nurse
  - Mobility training.
  - Selective Education Service
  - Referrals for ASD and ADHD can be made through the Alder Hey online Portal.

The pupil's parents will always be involved in any decision to involve specialists.

## **Staff Training**

We understand the importance of staff training and use INSET days and staff meetings to hold training for all staff as required. Individual staff will also be encouraged to attend relevant training in areas where a need is identified or they have expressed an interest in building their expertise.

Two of our staff have completed training in ELSA and Drawing and Talking. They attend regular update meetings in order to keep up with the latest information. All staff are invited to attend additional training opportunities (eg Team Teach, Sensory Training, Autism Awareness etc)

## **Funding for SEN support**

Forefield Junior School is provided with resources to support those with additional needs, including pupils with SEN and disabilities if the cost of support exceeds the school's delegated budget.

Funding is currently received through;

- High Needs Funding (for an individual child)
- Group Funding (for a small group of named pupils)
- EHCPs (for an individual child.)

School is required to produce an action plan with costings showing exactly how the money will be used and this will then be assessed by a Sefton LA Funding Panel.

## **Requesting an Education, Health and Care Needs Assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, the local authority uses the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Sefton local authority state that they would expect to carry out an EHC needs assessment for those children:

- Whose special educational needs (SEN) are long term, severe and complex
- Who have not made progress in spite of the interventions and support put in place over a period of time.
- Who need SEN provision that cannot reasonably be provided within the resources normally available to mainstream schools and educational settings (including 'top-up' High Needs Funding)

An EHCP is required if parents wish to send their child to a specialist provision within Sefton when they transition to High School

## **Involving Parents and Pupils in Planning and Reviewing Progress**

### **Working with Parents**

Forefield Junior School recognises the importance of a multiagency approach to SEN. In particular the views of the parents and pupils are considered to be vital in assessing and meeting the needs of the child.

Formal parents' evenings with the class teacher are held twice a year. Parents are also given the opportunity to have a longer meeting with the SEN(D)CO on these occasions and throughout the year when required. These meetings give the opportunity to discuss any provision/intervention which is in place in addition to High Quality teaching as well as the support plan for those on the SEN register. The impact of support offered is considered along with the progress towards targets set. Different assessments will be used according to the needs of the pupil. Support arrangements will be updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The outcomes of these meetings will be formally recorded and a further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

Parents of children in receipt of High Needs funding are also invited to meet with the SEN(D)CO at the end of the year to discuss progress and any concerns they may have about the following academic year. Children with EHCPs have an annual review which the parents are invited to attend along with any other outside agencies who are involved.

In addition to the above, parents are welcome to contact the school at any time to arrange a meeting with the class teacher, SEN(D)CO or Headteacher.

The staff at Forefield Junior School believe that the most effective provision can be made, when parents are open and confident in the working partnership between themselves and the school. The school will support those parents who need further assistance in dealing with their child's difficulties or continuing problems. Any structured approach which is followed at school needs to be reinforced at home.

Parents who may have problems in understanding English will have written information made available to them in their language, if this is at all possible.

Forefield Junior School is aware of the definitions of 'parental responsibility' as defined in the Code of Practice.

Parents are made aware of any arrangements made regarding their child if identified as needing further support from an outside agency.

Whatever course of action is decided, the child's parents are informed about the

- i) nature of child's learning difficulty
- ii) the SEN provision to be given; including staff involved, frequency/timing of support, external specialists involved and specific programmes/activities/material/equipment necessary
- iii) necessary help needed from home
- iv) any pastoral care/medical requirements
- v) monitoring and assessment arrangements
- vi) review dates and arrangements.

A copy of our Local offer can be found in the 'Useful Information' section of the school website. <http://www.forefieldjuniors.co.uk> This informs parents of all the relevant information they may need regarding SEN within our school.

### **Involvement of Pupils**

It is the policy of Forefield Junior School to involve the child in decision making about suitable provision to meet their specific needs. The views of the children are collected through questionnaires and informal chats with their teacher.

The school, together with the parents, will determine how much participation they deem suitable for the child to be involved in - taking into account their age, ability and past experiences. However, where possible, a record of a child's views in identifying their difficulties, setting goals, agreeing a development strategy and monitoring and reviewing their progress, are kept.

## **Integration Arrangements**

The teaching and non-teaching staff at Forefield Juniors are particularly sensitive to the academic and socially emotional and physical development of the pupils at the school.

All pupils are fully integrated within the school (including class trips and residential visits where adaptations may be made) and are encouraged to join in the activities of the school with their peers. The staff realise that, for those pupils deemed to have a SEN, it is very important for their self-esteem to be kept within the class as much as is possible. They are only withdrawn for support teaching when appropriate.

## **Transition**

### **Pupils transferring from another school:**

#### **From Forefield Infants -**

- Class Teacher meets with the current Infant Teacher to share information
- The SEN(D)CO will contact the Infant SEN(D)CO to discuss pupils with specific needs
- Meetings are held in school (or online) for parents of new pupils and SEN(D)CO establishes relationships with families in the term before they start Y3
- Year Two pupils are allocated a buddy from an older year group and sessions take place where pupils can meet their buddy, familiarise themselves with the Junior School and ask any questions.

#### **From a different school infant/junior school-**

- A tour of the school with Head Teacher or Deputy Head and meet the class teacher
- Contact will be made with the previous school to gain information about the child's needs.

#### **When moving to another school:**

We will contact the school SEN(D)CO and share information about provisions that have been made to help your child achieve their learning goals.

Additional transition visits will be arranged if felt appropriate.

We will ensure that all records are passed on as soon as possible.

In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include more visits to the new school and/or additional visits from the new school staff.

#### **Year 6-7 transition**

The SEN(D)CO will attend the Primary/Secondary Transition meeting and or arrange a separate meeting with specific high schools to discuss the specific needs of the child and the nature and level of support which has had the most impact. SEN support plans will be shared.

In some cases additional multi-agency meetings may be arranged to create a more 'enhanced' transition plan which may include a few visits to the allocated secondary school.

### **Moving classes/forms in school**

An information sharing meeting will take place with the current and future class teacher. Pupils may be taken to meet new teacher if required.

## **The Role of the SEN(D)CO**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The SEN(D)COs role is to support teachers.

The SEN(D)CO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SEN(D)CO provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SEN(D)CO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SEN(D)CO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Mrs Barton is a qualified teacher who has completed the National Award in Special Educational Needs Co-ordination, a requirement specified in the Code of Practice 2014. She also completed the postgraduate Certificate in Specific Learning Difficulties (Dyslexia) and went on to achieve a Masters in Inclusion and Special Educational Needs.

### **School Staff/ Support from Sefton LA**

The following staff have specific responsibilities supporting the pupils with SEN. at Forefield Junior School, Crosby.

1. Mr P Swift - Headteacher
2. Mrs H Barton (SEN(D)Co-ordinator)
3. Mrs Lorraine Chester (Inclusion Consultant VPS/SAIS)
4. Mrs Anita Bennett-Warne (Link Educational Psychologist)

The Headteacher and the SEN(D) Co-ordinator liaise and exchange information with all the above personnel. Copies of relevant information are kept in confidential files by the SEN(D) Co-ordinator and the class teachers

### **Management and Administration**

- Forefield Junior School recognises the individuality of every child in its care, and in accordance with the School Development Plan, recognises that pupils with SEN needs above all, to feel valued as individuals, as well as for their achievements.
- The staff, as a whole, acknowledge SEN. as part of the School Development Plan.
- Management structure as it relates to SEN
  - all teachers hold posts of responsibility and individual curriculum policy documents have been written stating that there is scope for differences and variations within that specialism.

- Communication system
  - Each Monday the Headteacher and staff meet after school. An agenda is given weekly.
  - The Headteacher liaises with curriculum co-ordinators either in person or by note form.
  - The Headteacher and SEN(D) Co-ordinator liaise regarding meetings with SEN staff, and plan accordingly.
- Responsibility for documentation of records and statements rests with the Headteacher and the SEN(D) Co-ordinator in conjunction with the class teacher. A register of all children with SEN is kept, together with a record of the steps which are taken to meet the needs of the individual child, e.g. their Support plan.
- These documents are strictly confidential and are kept securely and available, as needed.

### **How Accessible is the Environment?**

Forefield Junior School is a mainstream primary school on one level adapted for access by pupils with physical disabilities. If a pupil is known to have a disability prior to admission to Forefield Junior school the SEN(D)CO will work with the Inclusion Consultant, parents, to ensure a smooth transition. All preferences expressed for Forefield Junior School on the Admission Application Form will be considered using an Equal Preference Scheme. All Schools in Sefton have agreed this scheme.

Physical access in Forefield Junior School includes:

- Wheelchair access throughout school
- A specially adapted toilet
- Ramps on the yard

At present, pupils with SEN are able to work in quiet areas around the school - where appropriate. The pupils also work in the library and in class with their peers. We also have a room known as the CAFÉ where children can access support from our ELSAs and a councillor from Brighter Horizons. We have established an additional resource base for pupils with SEN (especially SEMH) called 'The Happy Hub' which is staffed by a Learning Mentor and additional TAs. This room follows a 'nurture' model and provides a space for a variety of pupils, where their individual needs can be met more easily. Support can be tailored to specific pupils or groups depending on their sensory needs.

There is a meeting room available for when the SEN(D) Co-ordinator needs to meet with parents or outside agencies.

Wherever possible the pupils are integrated with their peers, Forefield is an inclusive school. However, specific sessions with a support teacher, or Teaching Assistant delivering an intervention, may warrant exclusivity. When appropriate, the child's preference is also considered.

### **Evaluation of the Policy**

Effective implementation of the policy would be shown by annual reviews. The reviews will show the overall effectiveness of the policy by linking it to the development of those pupils with SEN.

Other important features of this would include:

- a) an appraisal of staff and their understanding of the needs of pupils with SEN under their supervision,
- b) regular updating of resources including ICT,
- c) careful monitoring of pupils self esteem,
- d) regular visits by appropriate professionals,
- e) careful record keeping,
- f) general positive response from staff regarding all issues related to SEN,
- g) the quality and quantity of links with parents, outside agencies, and of SEN related INSET,
- h) the level of integration and curriculum entitlement,
- i) the range of provision made for pupils with SEN,
- j) quality of pupils learning, and standards achieved by the pupils with SEN,
- k) the success of internal communication.

This policy will be reviewed, in accordance with the Code of Practice, regularly to maintain its implementation and effectiveness.

H Barton  
SEN(D) Co-ordinator  
January 25

## **Appendix A**

The definitions of the four broad areas of SEN as found in the 2014 SEN Code of practice.

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.