

St. Giles Junior School



Special Educational Needs and Disability Policy

Adopted by the Governing Board:

Signed:


Chair of Governors

Head Teacher

Date of this policy: November 2020

Date of Next Review: November 2021

Date of last review: October 2019

AN OVERVIEW

A Definition of Special Educational Needs (SEN) (SEND Code of Practice, 2014):

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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

provision which is additional; to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools in the area.

St Giles Junior School has high ambitions for its SEN children and expects everyone to participate and achieve in every aspect of school life.

Each person at St Giles Junior School will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background or disability. St Giles Junior School's commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

The school:

- Sets suitable learning challenges
- Responds to pupil's diverse needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils

St Giles Junior School aims to identify and remove barriers in every area of the life of the school. It is the school's responsibility to adapt lessons to every child's learning needs rather than the child needing to adapt to the school.

St Giles Junior School makes all children feel welcome and included irrespective of ethnicity, creed or impairment.

Objectives of the SEND Policy

The Governing Body, Senior Leadership Team and Teaching Staff in partnership with Parents will do their best:

To secure the necessary provision for pupils with SEN;

To ensure that all who are likely to support pupils identified as having SEN are aware of those needs;

To ensure that teachers are aware of the importance of identifying and providing for SEN pupils;

To consult with the Local Authority and Governing Bodies of other schools, when necessary, to coordinate SEN;

To ensure that SEN pupils are involved in all aspects of school life and have equal access to all school activities;

To publish and keep current the policy for pupils with SEN;

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012

Admission arrangements for pupils with SEN or disabilities

The school's admissions arrangements are determined by Warwickshire County Council, having regard to parental preference where possible. No pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. All applications for a school place must be made through Warwickshire County Council – for more information please click the following link:

<https://www.warwickshire.gov.uk/admissions>

The Governors responsible for SEND will:

Meet regularly with the SENCO to monitor the school's provision for pupils with SEN.

Critical Factors in Successfully Supporting Children with SEND:

In order that SEN children receive the best possible education, it is the aim of the Governing Body and the Leadership Team, Teaching staff in partnership with Parents that the following standards are met:

- The culture, practice, management and deployment of resources within the school should be designed to ensure that all children's needs are met;

- The school should work closely with all stakeholders to ensure that any child's special educational needs are identified early;
- The school should exploit best practice when devising interventions;
- Interventions for each child should be regularly reviewed to assess their impact, the child's progress, the views of the child, their teachers and their parents;
- A multi-disciplinary approach should be taken when working with all other agencies.

REMOVING BARRIERS TO LEARNING

In order to comply with the SEND Code of Practice (2014) and other relevant Acts St Giles Junior School seeks to include all children with SEN into school life by making reasonable adjustments to the following three areas:

Curriculum provision

Provision for pupils with special educational needs and disabilities (SEND) is a matter for the school as a whole. All pupils are entitled to a broad and balanced curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include intervention support, as outlined on the school's provision map.

We recognise that a variety of approaches, materials and groupings are necessary if we are to provide a lively, stimulating and satisfying learning environment for all our children, regardless of ability.

Physical Environment

The physical environment of the school ensures that all children have equal access to all facilities. We are compliant with disability access as stated in the 2010 Equality Act; please see our Accessibility Plan which can be found on the schools website.

Development of Materials

It is the responsibility of the Governing Body, the Leadership Team and all other staff when the need arises to ensure that pupils who need written materials provided in alternative forms (e.g. WIGIT, Braille, simplified text) have access to such provision. Currently, under the guidance of the SENCO and outside agencies, many class teachers use signs and symbols within their daily teaching. Software is used to develop symbols and signs for visual timetables and pictorial exchange communication.

All SEN children are entitled to access equipment that will aid inclusion, as is reasonable within the school's delegated SEN budget. It is the SENCO's responsibility to identify need, ensure that resources are equally available to all and to monitor their value for money and effectiveness.

ROLES AND RESPONSIBILITIES

The SENCO:

The SENCO is responsible for the day to day operation of the SEN policy.

Summary of Roles and responsibilities of the SENCO:

- Coordinating the day to day operation of the school's SEN policy, with due regard to the SEND Code of Practice (2014) and other relevant documents.
- Maintaining school records on all pupils with SEN;
- Maintain and update the school's SEN register;
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies;
- Liaising with and advising teachers and all support staff;
- Liaising with the governor with responsibility for Special Educational needs and keep the governors informed on SEN issues;
- Coordinating provision for children with Special Educational Needs;
- Contributing to the in-service training of staff;
- Liaising with parents / carers of children with SEN;
- Developing the school's policies for identification, assessment and review for all pupils with SEN;
- Be aware of whole school issues and write an action plan accordingly;
- To ensure that all statutory responsibilities relating to children with SEN are acted upon;
- To monitor the progress of SEN children and the impact provision has upon them through observations, pupil/teacher surveys, planning checks, SEN file checks, analysis of tracking both local and national data;
- To meet at least once a term with class teachers to discuss children's progress and set targets;
- To strategically plan ahead to ensure that the school is prepared to make any reasonable adjustments needed and that resourcing meets need.

The SENCO will report to the Governors at least annually, in order to evaluate current provision and future needs. The SENCO will also report on any relevant changes or developments in SEN when they arise.

The Governing Body and Head Teacher

The Governing Body will ensure that it makes appropriate provision for all pupils identified as in need of special educational provision.

All staff

All staff are responsible for identifying pupils with special educational needs and informing the SENCO of concerns. The SENCO will work with staff to ensure that reasonable adjustments are made to cater for individual needs.

Teaching Assistants keep a record of the interventions they administer.

Class teachers and Teaching Assistants / Learning support assistants are responsible for up-dating classroom strategies and interventions for supporting children with SEN under the guidance of the SENCO and outside agencies.

All staff, including teaching and support staff, are to promote the advice and positive strategies for working alongside SEN children.

IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES FOR PUPILS WITH SEN

Under the SEND Code of Practice (2014),

When a child is identified as having SEN, the school will provide interventions that are *additional to* or *different from* those provided as part of the school's usual differentiated curriculum.

The triggers for intervention could be a teacher's or other's concern, 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 or mathematics skills which result in poor attainment in some curriculum areas;
- Present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school as required;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Additional support will be provided and will be monitored and reviewed for 2 terms. In consultation with pupils, parents, carers and teachers, the class teacher will address identified needs on their planning. If little or no progress has been made with targeted intervention then the children will be put onto the school SEN register after consultation and permission from the parents/carers.

Children will have needs and requirements that may fall into at least one of the

Four areas defined by the SEN Code of Practice September 2014.

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health.
- Sensory and/or physical

- The wishes of the child should be sought at all times of discussion, considering carefully their age and understanding;
- The school should work in partnership with all parents and carers;
- The views of individual parents in respect of their child's needs should always be taken into account;

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at St Giles Junior but we consider the needs of the whole child which will include not just the special needs. Once a child has been identified on the SEN register under one of the above categories an individual Education Plan will be written to closely monitor and record intervention and progress.

The IEP's will set targets for the pupils and will detail:

- The short term targets set for or by the child (SMART targets);
- The how much time will be given to support the SMART target;
- Who will be involved in its delivery;
- When the plan is to be reviewed;

These IEP targets will be reviewed termly and success in achieving targets monitored using recordings in the SEN file.

Pupils will participate fully in the review process according to their age and abilities, and are encouraged to comment on their progress. Parents will also be invited to participate in the target setting and the review process.

In line with the SEND Code of practice the school adheres to the 'graduated response' which is a four part cycle of assessment which are: assessing, planning, doing and reviewing which is recorded on the child's Individual Education Plan and provision map. This process will happen termly in line with the assessment and monitoring policy.

The SENCO with Class teachers manage the review of previous targets and the setting of new ones. However, the SENCO is always willing to give advice and support to staff and parents, as well as attending any review meetings whenever possible.

Extra support available to pupils include:

- Planned intervention;
- Teaching assistant support;
- Access to additional resources or facilities (e.g. sign and symbol support, ICT resources);
- Modified / alternative curriculum.
- Access to outside specialists e.g. Educational Psychologist, Speech and language Therapists and Specialist Teachers.

Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed assessments and interventions.

Education and Health Care Plans

In some cases, the school will conclude, after we have taken action to meet the learning difficulties of a child, that the child's needs remain so substantial (severe, complex and lifelong) that we cannot meet them effectively within the resources normally available to use. In such cases, we have the right to ask the Local Authority for a Statutory Assessment. Such a request will not be made without careful consultation with parents, pupils, staff and outside agencies.

The school will initially make a request for statutory assessment: a panel of experts, including an Educational Psychologist and representatives from outside agencies and schools, will consider this. The panel will be chaired by a representative of the Local Authority. The panel will decide, within six weeks, whether a Statutory Assessment is appropriate and will notify the parent and the school. If a statutory assessment is carried out, the Local Authority will inform the parent or carer and the

school as to the decision made. Parents will be consulted throughout this entire process.

An outcome of statutory assessment may be that a child is granted an Education, Health and Care Plan. This means that, after consultation about school placements, the school may be given extra resources to make available the provision needed to support a child's development, as outlined on the plan. Such resourcing may be used to employ a Learning Support Assistant (LSA) to work alongside the child in a group or 1:1 basis. It is the SENCO's responsibility to provide specific training to the LSA, to enable them to provide the best support possible to the child.

In addition to the regular review of their IEP, their progress and the specific support outlined in their plan will be reviewed annually and a report provided for the Local Education Authority.

When pupils are due to transfer to another phase in their education (high-school, college/higher education) planning for this will be started in the year prior to the year of transfer and a transition plan will be put into place.

If a pupil makes sufficient progress a plan may be discontinued by the Education Authority.

PROFESSIONAL DEVELOPMENT

Arrangements for SEN training and development of all staff

The school makes an annual audit of training needs for all staff, taking into account school priorities, areas of identified need, as well as personal and professional development. Particular support will be given to NQTs, teachers with a high SEN need within their class, staff supporting children with a specific or complex need and other new members of staff. The SENCO is responsible for arranging training for staff, whenever need arises.

Staff are kept fully informed of changes and developments in SEN through regular professional development meetings and SEN meetings.

FORGING LINKS WITH ALL STAKEHOLDERS

Communication with and Support for Parents and Carers

St Giles Junior School is committed to providing inclusive education. We value the pupil and parent voice. These are central to our planning and evaluating systems for SEN. We aim to work closely with parents at all stages in a child's education, keeping them informed and up to date as to their child's progress. SEN review days, parent consultation sessions and individual meetings form the basis of effective communication with pupils and parents.

At any point, parents and child should feel able to approach either the class teacher or SENCO to discuss any concerns or issues. It is the responsibility of the receiving body to ensure that the issue is dealt with correctly by the appropriate person.

The Local Authority provides a Parent Partnership Service (SENDIAS) offering independent support for parents and carers of children with Special Educational Needs. The school will provide information about the Parent Partnership Service to all parents of children with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

Links with other Mainstream Schools and Special Schools

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

- **Primary Transition from Infant to Junior**

There is advanced planning with our infant schools to ensure that there is a good transfer from Infant to Junior School. This is to ensure that effective arrangements are in place to support pupils at the time of transfer.

- **Secondary Transition**

Advanced planning for pupils in Year 5 and Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving St Giles Junior School to ensure that effective arrangements are in place to support pupils at the time of transfer. Children who will need extra support during transition will be offered this with their parents' permission. The extra transition will include: extra visits to the new setting, transition classes with a specialist Teacher from EIS working around routines, planners and expectations.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. The school receives regular visits from the nominated Educational Psychologist. In addition, the school may seek advice from other services for children with specific difficulties. SENCO consultation with such outside agencies may only be carried out with consent from parents and carers. Work with any external agency is planned and evaluated carefully by the SENCO to ensure that the most effective use of time and money is achieved.

PROCEDURES

Complaints procedures

The schools' complaint procedures are set out in the school prospectus and complaints policy.

If a parent has a complaint, then the following procedure is to be followed:

- To meet with the SENCO or Head Teacher to communicate the complaint;
- If not satisfied with the resolution, to proceed with the complaint, in writing, to the Chair of Governors. The Chair will then investigate the complaint and take necessary action.

EVALUATIONS

Success Criteria for the SEN Policy:

The following questions need to be asked when evaluating this policy:

- Do all staff understand the processes involved in identifying, assessing and recording pupils with SEND?
- Are staff receiving practical and positive support in setting learning targets and supporting children with SEN?
- Are record keeping procedures as meaningful and economical with time as possible? Are they up to date? Are they accessible?
- Are all resources being used effectively?
- Are staff achieving an inclusive ethos, as set out in the policy's vision statement?
- Are the Governing Body, Senior Management Team and staff effective in their responsibilities?
- Are parents involved effectively and consistently in decision making processes?
- Are we including the child's voice in planning the next steps forward?
- Are we providing equal access to the full school curriculum to pupils with SEN?