

Boughton Leigh Junior School



SEN Policy  
September 2018

## **Aims**

At Boughton Leigh Junior School, we believe that all children are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether employment, further education or training.

We are an inclusive school and aim to meet the needs of all children. Some children, however, will need support which may be different or additional to the majority of pupils the same age at some stage in their time at school. We will endeavour to make reasonable adjustments to ensure that children with special educational needs or disabilities are not disadvantaged compared with their peers.

We value the views and opinions of parents/carers and pupils and seek to work in partnership with all those who are involved with securing the best outcomes for our pupils. We therefore seek to provide opportunities for the views, wishes and feelings of the child and their parents to be taken into account, and for them to be involved with decision making regarding their child whenever possible. We aim to make information available in accessible ways.

## **What are special educational needs and disabilities?**

A child has SEN if they have a learning difficulty or disability which calls for special educational provision which is additional or different from that made generally for other children the same age by mainstream schools.

A child has a learning difficulty or disability if they have 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.

Some children who have SEN may have a disability under the Equality Act 2010 - that is "A physical or mental impairment which has a long-term and substantial

adverse effect on their ability to carry out normal day-to-day activities." 'Long-term' is defined as a year or more, and 'substantial' is defined as 'more than minor or trivial'. This includes sensory impairments e.g. affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Such children do not necessarily have SEN.

We recognise that there is a continuum of special needs and that where necessary increasing specialist expertise will be used to support any difficulties a child may be experiencing.

The Code of Practice recognises four broad areas of SEN need:

- Cognition and learning - pupils may be learning at a slower pace than their peers even with appropriate intervention. Learning difficulties cover a wide range of needs and may be of a general nature or specific - affecting one or more aspects of learning such as dyslexia, dyscalculia and dyspraxia.
- Communication and interaction - speech language and communication needs (SLCN) this may include difficulties with expressive or receptive language. Or understanding or using social rules of communication. Children with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction
- Social, emotional and mental health difficulties - children may experience a wide range of difficulties which may show themselves in various ways. This may include withdrawn or isolated behaviour as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or physical symptoms that are medically unexplained. Some children may have difficulties e.g. attention deficit disorder.
- Sensory and /or physical needs - these may include vision impairment (VI) hearing impairment (HI) or multi-sensory impairment (MSI) and may include specialist support or equipment to access their learning.

## Information and Guidance/Points of Contact

At Boughton Leigh Junior School we want to work closely with you as parents and carers and we encourage you to discuss any concerns you have about your child with us.

The first person to contact is your child's Class Teacher. They monitor the progress of your child and liaise with key staff about interventions needed to support them.

Other staff who may be contacted include:

- The Year Head. They have responsibility for progress of each year and can deal with concerns which cannot be dealt with by class teachers (Year 3 Mrs A Marsay/Year 4 Miss J Drake /Year 5 Miss H Coulson/ Year 6 Mrs C Lindstrom/Mrs A Murataj)
- The Special Needs Coordinator (SENCo) who has responsibility for children with special needs: Mrs N Brown
- Inclusion Manager: Mrs J Arnold
- Learning and Behaviour Mentors - Mrs N Khan and Mrs S Micklewright
- Head Teacher: Mrs P Duynstee
- Deputy Head Teacher: Mrs D Hunter
- SEN Governor: Mr T Dedman
- Person overseeing Children who are Looked After: Mrs N Brown
- People responsible for safeguarding and child protection: Mrs P Duynstee, Mrs D Hunter, Mrs N Khan, Mrs S Micklewright, Mrs N Brown, Mrs D O'Dell, Mrs A Magdij and Mrs S Bramley

Appointments to see individual staff can be made by at the school office.

Tel 01788 577914

Email. [admin@welearn365.com](mailto:admin@welearn365.com)

## Identifying, Assessing, Planning and Review

The progress and achievement of all pupils is continually monitored by all relevant staff through on-going observation and assessments. Each term children are assessed against National Curriculum standards.

Regular review meetings are held with senior staff, to track progress towards outcomes and evaluate interventions that are put in place to support children.

Parents and carers are invited to meet with class teachers twice a year to discuss progress. Appointments at other times can be made through the school office. If a class teacher has a concern, they will contact you directly and ask to you to discuss it with them.

Children who are not making satisfactory progress are discussed with senior teachers during pupil progress meetings following termly assessment weeks.

When a child is making significantly slower progress than that of their peers starting from the same baseline, or fails to close, or widens the gap with their peers, the class teacher will discuss them with the SENCo. Areas of concern may include areas other than academic e.g. emotional needs, social communication difficulties, and sensory issues. Possible support strategies for the classroom will be considered, further assessment by the SENCo may take place if thought appropriate. Depending on outcome, the child may be recorded on the SEN register.

A parent may also wish to discuss any special educational or disability with the SENCo and may make an appointment to do so.

Where a child already has had special educational needs identified, the previous education settings will be contacted and any relevant information or assessments will be used to help support the child.

Where a child is identified as having SEN, support will take the form of a four-part cycle known as the graduated approach:

- **Assess** - the class teacher, working with the SENCo carries out an analysis of the pupil's needs drawing on teachers assessment and experience of the pupil and behaviour, previous attainment and behaviour, views of parents and pupils and if relevant advice from external support

services. This assessment will be reviewed regularly along with a record and review of interventions which have taken place.

- **Plan** - the teacher and SENCo, in consultation with parents will agree interventions and support to be put in place as well as expected impact on progress, development or behaviour along with a date for review

Pupil targets and support will be documented by an Individual Support Plan (ISP). These will be evaluated regularly by the class teacher and SENCo/INCo and new ones written.

- **Do** - the class teacher remains responsible for working with children on a daily basis and when they are involved in group or one to one teaching way from the main class. They work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and how it can be linked with classroom teaching. The SENCo will support the class teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the implementation of support.
- **Review** - the impact of support and interventions should be evaluated along with the pupil and their parents. This will inform analysis of the pupils needs.

If a pupil makes accelerated progress and / or no longer is thought to require additional support, they will, after consultation with class teachers, parents, or other agencies working with the child, be removed from the SEN register and recorded as 'To be Observed' and monitored for as long as deemed necessary.

If however, a child continues to experience significant difficulty, after appropriate intervention and support from outside agencies, they may be put forward for an assessment of their special educational needs. This will be through a request for an Education and Health and Care Plan issued by the Local Authority. A parent or school has a right to request a needs assessment for an EHC plan.

Children who currently have a statement of Special Educational Needs will be transferred to an EHC plan during the next 3 years. They will continue to have a yearly annual review.

## **Curriculum and Teaching Methods (including groupings/interventions)**

All children follow the National Curriculum. We aim to provide a broad and balanced curriculum.

Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants and specialist staff. They are skilled at adapting the curriculum to suit the individual needs of pupils. This may be by adapting the task or by adjusting the expected outcome. When planning, teachers set suitable learning challenges and respond to the children's diverse learning needs. Lessons are planned to address potential areas of difficulty and remove barriers to pupil achievement.

Grouping arrangements are organised carefully to maximise learning opportunities for all, these may include whole class, small groups of children of similar ability, mixed ability, or pupils working on individual tasks.

Additional adults may be used to help groups or individuals. The aim of additional support is to facilitate pupil independence.

### **Access to Learning and the Curriculum**

We aim to address pupils' areas of difficulties and remove barriers to pupil achievement. In order to do this some classes of pupils may be allocated support staff and have access to guided group work in class or withdrawn from the classroom to take part in additional support interventions. The support will be determined by individual pupil need and may be short or long term, depending on need.

We use a range of interventions or programmes which are reviewed regularly and used according to the needs of pupils.

English - all pupils are encouraged to read regularly both at school and at home. Some pupils will receive additional support in small groups or individually to develop their phonic ability or comprehension skills. Writing support is also available.

Maths - targeted support is available in small groups or individually, depending on need.

All staff follow a programme of professional development and receive training on supporting pupils who experience difficulties accessing the curriculum. Additional training may be undertaken according to the needs of pupils.

Specialist staff - Some staff have undertaken specialist training e.g. behaviour management, dyslexia, emotional support.

### **Tests and Assessments : Access Arrangements**

Diagnostic testing and assessment - all pupils are regularly monitored through on-going assessment in the classroom. Each term pupils are assessed against national curriculum targets.

If needed, more individual assessment may take place by the class teacher or the SENCo. This may be to explore strengths and difficulties in a variety of areas e.g. phonological skills, expressive language, non verbal reasoning, mathematical understanding

Occasionally the advice of an outside agency is deemed necessary in order to further the understanding of a child's difficulty, and help parents and staff to meet their need. This will be subject to the pupil meeting the criteria for referral. This will always be discussed with parents and carers before a referral is made.

A range of access arrangements are available to remove barriers for children so that they can perform to the best of their ability in the learning tasks in the classroom and in assessment tests. These may include:

- Additional time,
- Rest breaks,
- A scribe
- A reader

Children with medical needs, or who experience marked anxiety, will have adjustments made where possible according to their individual needs.

All arrangements will be made in consultation with parents.

### **Social and Emotional Support**



We value the emotional and social development of children highly, and seek to make all pupils feel safe and comfortable. Some children will benefit from:

- Mentoring activities by an adult or peer. We have staff with additional training in supporting the emotional wellbeing of children
- Some children have access to our Nurture provision.
- Groups to develop social skills or enhance self-esteem.
- Access to specialist support e.g. CAMHS, Specialist Teaching Service (STS) and the Educational Psychology Services.
- Visual timetables and visual cues.
- Strong ethos of pastoral care
- Lunchtime & after-school clubs - details can be obtained in the school office and through the parents' newsletters
- Anti Bullying Policy
- Staff presence at breaks and lunch, before and after school
- Preparation for transfer to Secondary School - additional transition work for vulnerable pupils.

### **Accessibility to Premises and Facilities**

In order to ensure that children with disabilities are able to take part in activities alongside other pupils we will make reasonable adjustments to ensure they are not disadvantaged compared with their peers. This will, where possible be anticipatory.

There is a toilet with access for wheelchair users.

Sensory needs - where possible and following advice from other professionals we seek to ensure the needs of pupils are met.

Reasonable adjustments will be made where appropriate and following advice. Assistive technology will be used where appropriate.

We comply with duties under the Equality Act 2010

### Working with others

At Boughton Leigh Junior School we work with a wide range of outside agencies. Dependent on a child's area of need, we may seek the advice of other professionals, either for assessment or for direct work with pupils and/or families. A referral will be subject to meeting the referral criteria for that service. We will always discuss a referral with parents and carers. The referral will be made by the SENCo in discussion with the class teacher.

Other agencies include:

- Previous schools a child has attended
- Educational Psychology Service
- Specialist Teaching Service
- Sensory Impairment Service
- Speech Language Communication Service
- SENDAR
- Occupational Therapy
- School Nurse
- Speech and Language Therapy
- Child and Adolescent Mental Health Service
- Social Care Team
- Voluntary and charitable services.

### Transition

Transition into a new environment can be a stressful time for children and we seek to make that as smooth and enjoyable as possible by preparing pupils in advance. Some pupils however need more support than others and we seek to help them in the following ways:

**Starting school in year 3.** In addition to the programme of visits arranged for all children, vulnerable groups can have additional visits to look round the Junior School in a small group.

The SENCo will meet with the SENCo from the Infant School to discuss the children on the Special Needs Register.

If your child has an EHCP - the Local Authority will make a copy available to us prior to your child starting school. If an annual statement review is held in the Summer Term, the Infant School should invite the SENCo to attend.

**Transferring to Secondary School** - The SENCo will liaise with the new Secondary School during the Summer Term of year 6. Additional visits will be arranged for children who may find starting a new school challenging. Small group work focussing on transferring to a new school may be offered during the Summer Term in year 6 if this is felt appropriate.

**Moving between year groups.** All children get the opportunity to meet their new class teacher before the end of the summer term and a detailed information exchange takes place.

Where a pupil transfers from or to a new school during an academic year, every effort will be made to make sure that information is exchanged between settings and the child is helped to settle in.