

Larkfields Junior School

Special Educational Needs Policy

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. Information regarding this new pathway can be viewed on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

At Larkfields Junior School, we are committed to giving all our children every opportunity to achieve the highest of standards. In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We do this by taking account of pupils' varied life experiences and needs; through, where possible, the removal of barriers to learning and participation and by offering a broad and balanced curriculum. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, age, disability, gender or background but specifically focusing on those with Special Educational Needs or Disabilities. Children with

special educational needs must be valued as individuals and should be encouraged to integrate with their peers, both socially and academically. They should have access to the whole school curriculum. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

This policy has been written in line with the new special educational needs and disability code of practice: 0 to 25 years (June 2014).

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of The Code of Practice for SEN (DfES 2014) and the Equality Act 2010;
- to give every child with SEN the best possible access to our broad and balanced school curriculum;
- To enable and encourage all children to develop their full potential in a truly 'Inclusive' environment.
- to acknowledge the role parents have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum

Objectives

- **To identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeding Schools prior to the child's entry into the school. On entry into school, and at the beginning of each year for children in Years 4, 5 and 6, we will assess each child's level of attainment using information from the previous year's assessments, reading age and spelling age analysis and, in years 3 and 5, non-verbal reasoning.
- **To monitor the progress of all pupils** as part of daily practice and at the end of each half term in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. The SENCo will also monitor the progress of children with SEN on a half termly basis.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and curriculum co-ordinator and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **To work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes making them aware that their child has special educational needs as soon as they are identified; supporting them in terms of understanding SEN procedures and practices, offering strategies and advice that they may find useful at home; providing regular reports on their child's progress, and providing information [annually] on the

provision for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work. This will take the form of a report published on the school's website. Parents of children with SEND will be invited to two structured conversations a year in October and in March.

- **To work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Referrals will be made and submitted by the SENCO and written in conjunction with class teachers.
- **To create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCO and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. membership of the School Council].

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Lisa Burger [SENCO]
- The person co-ordinating the day to day provision of education for pupils with SEN is Lisa Burger [SENCO]

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps, pupil profiles and target setting sheets or structured conversations for individual pupils.

All staff can access:

- The Larkfields Junior School SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their pupil profiles records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

In order that parents are aware of the school's SEN policy, a summary will be sent home to all new parents upon entry into the school and this policy will be made available on the school's website.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Procedures are in place so that special attention is given to the effective transition of pupils with SEND both in to (from Key Stage 1) and out from (to Key Stage 3) the school.

5. Facilities for pupils with SEN

Larkfields Junior School complies with all relevant accessibility requirements in terms of:

- Physical environments (lifts, lighting, wheelchair access, acoustic tiling)
- Assistive technology
- Increased access to the curriculum and assistance during examinations
- School transport

The school has an Accessibility plan which is included in the Equal Opportunities and Diversity policy.

6. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). The School must ensure that the pupil is receiving sufficient support that equates to the first £6000 before requesting additional funding from the Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Head Teacher and SENCo take responsibility for the effective deployment of resources to support children with SEND.

7. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

At Larkfields Junior School, we recognise that all children learn and progress in different ways. Children identified as having SEN will be working at a level which is significantly below that of their peers, i.e. those whose reading or spelling ages are 2 years below their chronological age or who are working at:

- Year 3 expectations or below in Year 6;
- Year 2 expectations or below in Year 5
- Year 1 expectations or below in Year 4
- 'P' levels in Year 3

Any pupil who receives interventions that require 1:1 support or an intervention that is above and beyond what is usually offered will be placed on the school's SEND register for the duration of the intervention. These figures are for general guidance and there may be exceptions. There are, of course, other identifying factors for SEND apart from attainment levels.

There are four main areas of SEN but a child's individual needs may not fit distinctively into one category. The four areas of SEN are:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health

- Sensory and / or physical

Behavioural difficulties do not necessarily indicate that a child has SEN. Through consultation with the class teacher, parents and pupil the underlying cause of these behaviours should be explored – SEN may be explored as part of this consultation.

A graduated approach:

Quality First Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. The quality and appropriateness of the overall provision will be reviewed regularly and its impact on the number of children or young people identified with SEN will be monitored.

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove/reduce barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external

support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff [and midday supervisors, where this is felt necessary] will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates and should take place on a termly basis. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

School Policy in Practice

Pupil Profiles

As a child is identified as having SEN, and at the beginning of each school year, teachers through discussion with pupils will complete a one page profile for each child at SEN support stage. This will identify the child's strengths and strategies that help them to learn best. Once the parent has been informed that their child has SEN, their views will be gathered. Simple and achievable targets, specific to each individual child's needs, will be set and progress towards these targets will be reviewed by the class teacher or teaching assistant. Such targets will be discussed with parents.

A review meeting will be held between the parent, class teacher and SENCO on a termly basis, with extended structured conversation being held in October and March. Where possible, children should be involved in this review process. If pupils are not present at the review meeting, staff should aim to gather their personal views.

As part of the review process, progress towards targets will be reviewed (with input from all parties), new targets set, if necessary, and practice and strategies will be adjusted to meet individual and ongoing needs.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school aims to maintain the quality of provision for pupils with SEND by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEN

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the curriculum co-ordinator together with the [SENCo] to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and any others that are relevant to your particular school e.g. SBAPs.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a half termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, Head Teacher and SEN Governor and information is gathered from different sources such as [child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

11. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint. The normal procedure for dealing with complaints will apply.

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

13. Links to support services

The main source of outside agency support for Larkfields Junior School is The School and Family Special Services (SFSS) . Support can be from a number of people. This could be from the Educational Psychologist, specialist teachers and specialist TAs, and autism specialists. The SENCO meets SFSS staff, through the Kimberley Family Springboard meetings regularly to discuss individual cases and other issues. SFSS may provide support for schools at School Support, School Support Plus and for those pupils who have an EHC plan (or statement of special educational needs). Informed parental permission is required before such consultations can take place.

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo, who will then inform the child's parents.

The following services will be involved as and when is necessary:

- SFSS
- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy Service
- CAMHS
- Social Care

14. Working in partnerships with parents

Larkfields Junior School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

If a parent has a particular concern about their child or the provision being made for them, they should in the first instance raise these concerns with the class teacher. The class teacher may then seek the advice of the SENCO.

Parents are kept up to date with their child's progress through biannual progress reports, parent's evenings and structured conversation progress reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor Councillor Gill Owen or the chairman of Governors, Tim McGuire, may be contacted at any time in relation to SEN matters.

15. Links with other schools

The school is a member of the Kimberley Family of Schools [local consortium/network/partnership]; [our SENCO also works in another school within the consortium/network/partnership]. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Larkfields Junior School works closely with the infant school and the secondary school through the Kimberley Family of Schools' SENCO meetings. In order to aid a smooth transition, the SENCOs of each school will meet in the Summer term of each year to discuss transition arrangements for pupils with SEN; to discuss the specific needs of individual pupils as well as levels of attainment and any other additional needs the child may have that do not necessarily impact on learning (i.e. dyslexia). For some pupils, parents may be invited to meet with the SENCOs from each school to discuss any concerns they may have and pupils may be offered additional induction sessions in order to alleviate any worries or to meet with a designated key worker or TA. This may be on a one to one basis or as part of a small group depending on what best fits the needs of the child.

16. Links with other agencies and voluntary organisations

Larkfields Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. [Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.]

Signed _____ [Name] **(Headteacher)**

Date _____

Signed _____ [Name] **(SENCo)**

Date _____

Signed _____ [Name] **(SEN Governor)**

Date _____

This policy will be reviewed annually.