

Hill View Junior Academy

Special Educational Needs Policy

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Hill View Junior School

SEND policy

Policy Statement for SEND

Hill View Junior Academy is an inclusive school and recognises that children with special educational needs require access to a broad and balanced education with the greatest possible access to the National Curriculum.

Our aim at Hill View Junior Academy is to do the best for every child; we feel that all children with special education needs and/or a disability should be identified and assessed as soon as possible. We strive to encourage every learner, no matter of ability, to develop confidence and recognise value in their own contributions to their learning giving them a high self-esteem

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 2 framework Document September 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the School's SENCo and Assistant Headteacher.

What is Special Educational Needs?

Definitions of Special Educational Needs (SEND) as taken from Section 20 of the Children and Families Act 2014.

A child is identified as having SEND, (a learning difficulty or disability), when provision has to be made which is 'additional to and different from' that provided within the differentiated curriculum. This will enable the staff of Hill View Junior School to provide the best learning opportunities in the four areas of need identified in the September 2014 Code of Practice:

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

A child of compulsory school age 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 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.

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 an Education, Health and Care (EHC) Plan.

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. Please see our school website for details.

Aims and Objectives

- The culture, practice and management of Hill View Junior Academy are designed to ensure all children's needs are met and included in all the activities of the school as far as is reasonably possible.
- Each child's special educational needs will be identified as soon as possible through on-going monitoring and assessment; effectively achieved by gathering information from parents, education, health and care services.
- All children, including those identified with SEND, will be continuously monitored to ensure that they are able to reach their full potential and that barriers to learning are reduced. Regular reviews for children with SEND take into account the views of the child, parents and professionals involved, thus providing a holistic view of progress.
- When a child's needs cannot be met by the school alone, we will work with, and in support of, outside agencies such as: Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service, (CAMHS), Children and Young People's Service, (CYPS).
- Provisions will be devised by the class teacher, who holds responsibility for each SEND child.
- Whilst interventions will be monitored by the class teacher with the Year Leader and SENCo, they will each be overseen by the assessment co-ordinator. This will ensure that individual targets are met and all pupils' needs are catered for.
- Special education professionals and parents, who are involved at every stage of their child's education, work in partnership and take into account their views. This includes supporting parents in terms of understanding SEN procedures and providing regular feedback on their child's progress.
- The LA makes assessments in accordance with the prescribed time limits for children who might require an Education Health Care Plan (EHCP) and those undergoing a Formal Statutory Assessment, (FSA) See Page 10.
- Staff awareness and expertise of SEND issues will be raised through INSET. This is to ensure all staff are regularly trained in safeguarding procedures and are aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or behaviours.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. Every teacher and teaching assistant is a teacher of children with special educational needs.

The Role of the Governing Body

The Governing Body, in co-operation with the Head Teacher, will determine the schools general policy and approach to provision for children with SEN, establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

In relation to SEN the governing body ensure that:

- All governors, especially the SEN governor, Mrs S Jones, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- They are fully involved in developing and monitoring the school's SEN policy
- The quality of SEN provision is continually monitored
- Further details are available from the SEN Information Report on our website.

The Head Teacher's Role

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, keeping the governing body fully informed and working closely with the school's SEN coordinator.

The Role of Teachers and Teaching Assistants

All teaching and non-teaching staff should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN

The Role of the SENCo

The key responsibilities of the SENCO, Claire Hiles, include:

- Overseeing the day-to-day operation of the school's SEN policy
- Tracking the progress of pupils identified with SEN
- 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 resources to meet pupils' needs effectively

- Liaising with parents of pupils with SEN
- Liaising with Hill View Infant Academy, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies and the local authority
- Liaising with Southmoor Academy and other local secondary education providers to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher, Mrs T Bevan, and the SEN school governor, Mrs S Jones 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

Other Policies & SEND

Clear links exist between the SEN policy and other school policies, notably in the following documents:

- All curriculum policies - which outline arrangements for access, support and differentiation (refer to National Curriculum 2000)
- Inclusion and equal opportunities policy
- Admissions - as per LA advice/guidance
- Behaviour and discipline
- Safeguarding

Admissions

Please refer to the information contained in our school prospectus. 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.

Assessment

Children new to the school in Year 3 will be given an age appropriate National Group Reading Test, (NGRT), tests for English, (to include reading comprehension, writing, spelling and handwriting) and Maths, (mental and written maths), to further determine, beyond Infant school assessments or the child's current status on the Code of Practice, whether they fall into the category of SEN, within their first half term.

Children arriving at another point in their primary school years are monitored by their teachers and guided by the advice received from previous schools as to the possibility and nature of their special educational needs. New arrivals beyond Year 3 would usually be given an NGR Test if similar information were not available from the child's previous school.

Continuous teacher assessments and observations may also provoke the need for additional educational provision and a move to place the child on our SEN register.

Children, whose attainment falls significantly below age related expectations (not achieving the expectations for their chronological age), are assessed using the PIVAT tool.

A **PIVAT** assessment, (see below), cannot be made until the class teacher acquires a thorough knowledge of the child's ability; this takes 6 - 8 weeks. Such children will be placed on the Special Needs register after due consultation with parents. Teachers devise a Support Plan which describes 3-4 interventions to improve their learning.

PIVATs

Statemented children, children with an EHCP, (Education Health Care Plan) and children not expected to achieve Stage 2, by the end of Key Stage 2, have a yearly PIVAT assessment, in April/May.

NB: Stage 2 is subject to alteration, at the point of writing, as assessment arrangements are in transition.

Only the subjects for children with SEN, which fall below Stage 2, or are expected to fall below this level by the end of the key stage need to be assessed.

All children assessed using the PIVAT tool must have scores in the Personal and Social Development sections.

A PIVAT assessment is conducted with input from other involved staff, TAs or SENCo, for example.

The May and early June, PIVAT assessment is emailed to the LA during the third week of June.

Children's respective Set teachers for English and Maths will do these parts of the PIVAT.

Statemented children or those with an EHCP require a PIVAT assessment for their annual review, which may fall before this date.

A Graduated Approach:

In order to help all children who have special educational needs Hill View Junior Academy, adopt a graduated response to the individual needs of the children. The SEN Code of Practice is closely adhered to with regard to the Identification and Assessment of Pupils with Special Educational Needs; especially the following principles:

- provision for a child with special educational needs should match the nature of their needs.
- there should be careful, regular recording of a child's special educational needs, the action taken and the outcomes.

There is now a single category of support for children who have special educational needs called SEN Support. Many children at SEN Support have a Support Plan.

Special Educational Needs Stages

The progress made by all pupils will be regularly monitored and reviewed.

The child will be placed on the SEN register only after consultation with the parents and with their written permission. The SENCo inputs this data onto SIMs giving details of dates and the reasons for the child being placed on the SEN register.

Quality First Teaching

All children have the opportunity to experience high-quality teaching every day. 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Quality of teaching is regularly reviewed in school to ensure that all pupils make progress.

Next Steps

Hill View Junior Academy employs a system of Assertive Mentoring, meeting with parents and children on a termly basis which provides an opportunity for discussion about a child's progress. Whilst always wishing to emphasise the positive, teachers can explain targets for improvement as well as concern for a lack of progress. Teachers may have already consulted the SENCO to consider what else might be done. This meeting might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

The school will record the steps taken to meet the needs of individual children through the use of a Support Plan once the children have been moved to the Special Educational Needs register.

Support Plans

Support Plans are the responsibility of the Class Teacher and are written in collaboration with the English or Maths set teacher, where applicable.

- The Support Plan will be reviewed and evaluated at least termly.
- Pupils will participate in the review process according to their age and abilities.
- Parents will have a copy of their child's Support Plan and also be invited to participate in the review process. This will usually take place during Assertive Mentoring meetings.
- Three targets are recommended but there may be one or two more if the targets are of a social or physical nature, beyond the academic.
- Many children have a number of issues and these cannot all be identified on a Support Plan. However, the difficulties would be detailed in review notes.
- The SENCo will help write Support Plans and provide advice whenever requested.

Many provisions, strategies and resources are employed to meet the needs of individual children which may be individual or small group both in and out of the classroom.

Interventions and provisions are evaluated at the end of each lesson by the class teacher to establish impact on learning, however after 8 -10 weeks the content of a support plan is reviewed and revised with a copy being provided to parents as well as every member of staff involved with the child.

Involving specialists

If a child continues to make less than expected progress, despite interventions that are matched to the pupil's area of need, we involve specialists, with the

agreement of the parents, such as: Speech and Language, Education Psychology, Child and Mental Health Service and the Language and Learning Team.

Requesting an Education, Health and Care needs assessment

Where, despite Hill View Junior Academy having taken relevant and purposeful action to identify, assess and meet the need of a child with SEN, progress falls below expectations, then we will consider requesting an Education, Health and Care needs assessment. This follows an assessment planning meeting with the parents, relevant outside agencies and professionals involved. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Views of the parents.
- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

SEN - Behaviour

Behavioural concerns can arise alongside academic need or be quite separate.

Sometimes a change in behaviour can be rapid and dramatic.

In the first instance teachers will record episodes of concern on the behavioural concern sheet, (see Appendix).

The following steps will then be followed by the class teacher:

Issues regarding a pupils behaviour will be raised with his/her other teachers and the Deputy Head Teacher

The behavioural policy will be followed- formal warning etc. which will bring the child to the attention of the Deputy Head and the Headteacher.

Concerns will be discussed with parents before they become critical, where

possible.

A number of behavioural strategies will be put in place to support the child.

A decision will be made to place the child on the SEN register if the behaviours do not improve over time in collaboration with the parents.

SEN Training and Development

Hill View Junior Academy takes into account the school priorities as well as personal professional development. As far as possible the individual requests of staff are granted. Where a child's need is specific and beyond the remit of current staff additional training is sought.

Particular support will be given to NQTs and other new members of staff.

Partnership with Parents

Our local Parent Partnership worker is Caroline Comer based at the Civic Centre, Sunderland City Council. Contact details: Phone 561 5643; email caroline.comer@sunderland.gov.uk

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.

Class teachers and Set teachers work closely with parents at all stages in the child's education and should be the first port of call in case of any difficulty.

Links with other mainstream schools and special schools

There are close links with Hill View Infant Academy, especially with the SENCO and during the final term of Year 2 the SENCO works in close collaboration with Alex Earle to ensure a smooth transition for children with SEN. This may involve additional visits for children who would benefit from greater familiarity with the Junior School.

Advanced planning for pupils with additional needs in Year 5 is essential to allow appropriate options to be considered in time for their transition to Secondary School. During Year 6 the SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

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.

Parents of children on the Code of Practice often seek advice as to the most appropriate secondary school place. Whilst we are not permitted to specify a particular school the SENCo can advise on a range of secondary schools whose provision might be deemed appropriate; parents are advised to visit our main feeder secondary school, Southmoor Community School, and other nearby educational establishments.

On the advice of the school's educational psychologist the SENCo will liaise with the SENCo of Special Needs Schools for children who have statements, e.g., Barbara Priestman School, Sunningdale School, CAPs (Curriculum Access Provision) Units.

Links with other agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The Educational Psychologist holds a termly planning meeting with the SENCo where decisions are made upon future actions for individuals.
- Following these discussions the Common Assessment Framework, (CAF, see SEN file) might be completed by a teacher, usually the SENCo with the parent, and forwarded to the CAF Panel which decides on the appropriate agency for intervention. The professional then contacts the SENCo to arrange an initial meeting to ascertain the needs of the child.
- School may seek advice from Support Services for children with sensory impairment, physical difficulties, behavioural difficulties and academic under-achievement but only children with complex learning difficulties have access to the Specialist Support Team.
- Occupational therapists are accessed via the child's G.P. and are regularly called upon should dyspraxia be suspected.
- ADD or ADHD is a medical condition which the child's G.P. refers on to the appropriate professional.
- Physiotherapists' advice may be sought for children with physical difficulties and he/she often treats children at school and can provide further activities for a Teaching Assistant to implement
- The School Nurse is invited to school for appropriate reviews and is readily accessible to the SENCo to offer advice
- The speech and language therapist may visit school to observe a child in the class setting or conduct assessments.

- At any time a new referral to the SALT service can be made using the correct form (see SEN file). The Speech and Language Therapist contributes to the reviews of children with speech and language difficulties
- Multi-agency liaison meetings may be held to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- The school receives regular visits from the nominated Education Welfare Officer who liaises with the Headteacher.

Complaints procedures

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 Head teacher or SENCo, who will be able to advise on formal procedures for complaint.

Claire Hiles
SENCo/ Assistant Headteacher
April 2018

Appendix 1

Behavioural Concerns

Child _____ Class _____

Teacher(s) _____ D.o.B. _____

May include, for example: attitudes to learning, peers and adults; responses to discipline; too many 'lost' playtimes; minor misdemeanours; one off, out of character, incidents.

Date	Evidence or reason for concern	Action taken

Hill View Junior School SEN Support Plan

Name:		Class: Year group:			<u>External agencies involved</u>
DOB:		Teacher:			
Start Date:		Proposed review date:			
<u>SSP number:</u>		<u>Areas of concern/diagnosis</u> At risk dyslexia. learning			
Desired outcomes	Intervention/support/strategies	Group size /staff ratio	Who will carry out the support ?	How often will this happen ?	How will this be monitored,when?

Appendix 3

FSA Referral Forms available in SEN File

EHC Plans available in SEN File

Statutory Report Guidelines available in SEND File

