

Special Educational Needs Policy.

Introduction

The framework for this policy has been revised in partnership with the Salendine Nook Pyramid of schools, through consultation with all the staff, parents/carers and the governing body of Lindley Junior School. This SEND policy is written to comply with the 2014 Children and Families Act, the Special educational needs and disability code of practice together with the Equality Act 2010.

This policy is intended to reflect the practice and aspirations of the whole school and reinforce its commitment to supporting pupils who have special educational needs. It is designed to be a working reference document as well as a statement of intent. It is accessible to all members of the school community.

Fundamental Principles

Our objective is for all pupils to achieve their full potential and our approach offers each pupil a clear sense of purpose and an opportunity for success. It enables pupils to gain confidence, interest, and enjoyment in learning activities and develop a sense of personal worth and self-esteem. Many pupils, at some time in their school career, will have special educational needs of some kind and we aim to offer a continuum of provision enabling pupils' access to the broad and well-balanced curriculum to which they are entitled.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that requires special educational provision to be made for them.

Children have a learning difficulty if they: a) have a significantly greater difficulty in learning than the majority of children of the same age; or b) do not make adequate progress despite receiving high quality personalised teaching and intervention or c) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

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.

Disabled Children

Many 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes,

epilepsy and cancer. There is a significant overlap between disabled children and those with SEN, although those with disabilities may not necessarily have SEN.

The Equality Act 2010

As a school, we have an obligation to:

- Make reasonable adjustments, including the provision of auxiliary aids and services and physical alterations
- Avoid direct or indirect discrimination against children and young people and strive to eliminate this

The SEN Code of Practice

The SEN Code of Practice gives practical guidance and details the statutory obligations for those working with children and young people aged 0-25 with special educational needs or disabilities. All parties are required to have regard to this Code. Lindley Junior School ensures that for all pupils we meet the requirements of the SEN Code of Practice.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with special educational needs and / or a disability;
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard;
- To meet the needs of pupils with special needs;
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- Pupils with special educational needs will be offered full access to a broad, balanced and relevant education, including the National Curriculum;
- To work closely with external support agencies and specialist provision as appropriate.
- To ensure that all staff have access to training and advice to support teaching and learning for all pupils

Roles and Responsibilities

All teachers are teachers of pupils with special educational needs.

School leaders, including the governing body, regularly review the use of expertise and resources used to address SEN to build the quality of whole school provision. The Governor with special responsibility is **Mrs Farr**.

The SENCO, **Mrs McKenna** (who holds the National Award for Special Educational Needs Coordination), together with the head teacher and governing body, determines the strategic development of SEN policy and provision in the school. The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC

plans. The SENCO provides professional guidance to colleagues; she works closely with staff, parents and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families. The SENCO has responsibility for day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils who receive SEN Support

The SENCO liaises with external agencies, advises colleagues, is aware of all pupils receiving SEN Support at varying levels, oversees all SEN records, manages Learning Support Assistants and coordinates their training.

Types of special need

There are four broad categories of SEN:

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically

unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

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

Medical Needs

The school makes appropriate arrangements to support pupils with medical conditions. Individual healthcare plans are written to ensure that staff have sufficient information to understand and support a pupil with medical needs. The Health Care Plan is drawn up in conjunction with the parents, following advice and guidance from the child's GP or other health care professionals and will set out in detail the measures needed to support a pupil in school, including preparing for an emergency situation. Full details are contained in the 'Supporting Pupils with Medical Needs policy'.

Where pupils with medical conditions also have SEN, their provision is planned and offered in a coordinated way with the healthcare plan. Identification of SEN Early identification and assessment and then making effective provision are vital in order to improve the long-term outcomes for the pupil.

A pupil's difficulties, which may be academic, physical, social or emotional, may be noted from:

- assessment data at key stage 1;
- assessment on entry
- teacher information and reports from the pupil's previous school;
- whole year group screening with standardised tests;
- concern expressed by the class teacher;
- concern expressed by the pupil's parents;
- information provided by the pupil's parents;
- information provided by health professionals.

The difficulties are assessed through:

- observation;
- appropriate individual screening and testing;
- progress against objectives in the English and mathematics schemes of work;

- discussion with all the pupil's teachers;
- screening by the school nurse;
- discussion with the pupil's parents;
- discussion with the pupil;
- consideration of the way pupil tackles the existing differentiated curriculum

There are three stages within the identification and assessment process:

1. Additional Needs
2. SEN Support
3. EHC Plan

These stages are viewed as a continuous and systematic cycle of planning, action and review to enable the pupil to learn and progress. Parents are involved and informed at each stage.

Additional Needs

Teachers or all other staff who have concerns about a particular pupil at any point during the year, and feels that the pupil requires help over and above that which is normally available within that subject, are asked and encouraged to discuss and evidence these concerns as soon as possible with appropriate staff and SENCO.

The basic criteria for referral is that the teacher feels that, despite receiving differentiated learning opportunities, the pupil:

- makes little or no progress even when teaching approaches are targeted, particularly at the pupil's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- presents emotional and/or behavioural difficulties which are not ameliorated by the usual behaviour management techniques employed within the school
- 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.

Intervention for Additional Needs

If a pupil is referred, the SENCO will record concerns and subsequent action. This should include communication with parents; it is important that this happens at this stage if it has not already taken place. There should be discussion with colleagues and possibly contact with outside professionals (e.g. health or social services). There will be a collection of further information and a need for further assessment, monitoring and a review. It is likely that the provision of additional support will be necessary; this may be provided through additional reading, writing, handwriting, spelling or maths intervention groups.

Following identification of additional needs, the SENCO, the pupil's teacher(s) and parents decide on the action needed to help the pupil in the light of their earlier assessment. If appropriate, the child should be informed what action is being taken and why it is considered necessary.

When allocating additional support to children, the focus is on the quality of the outcomes, not the quantity of the hours: the intention is to enable the pupil to achieve their targets, but without developing a learned dependence on an adult.

Targets for pupils with 'additional needs' are deliberately challenging. Interventions are designed with the intention to enable the pupil to develop a mastery of insecure skills and knowledge. Interventions are often crucial in closing these gaps in understanding and are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCO. Interventions are planned to have a duration of either a half or a full term. Depending on progress, the teacher and the SENCO will decide whether to continue the intervention, offer a different approach or give time for the pupil to consolidate their learning in class.

SEN Support

A pupil will progress to this stage, where, despite receiving additional interventions which may include an individualised programme and or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at a level substantially below those expected of pupils of a similar age
- continues to have difficulty in developing numeracy and literacy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to staff by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Intervention for SEN Support

At this stage, it is likely that the involvement and advice of specialist external support services e.g. Kirklees Educational Psychology Service, clinical psychology services is sought, to provide in depth specialist assessments and give advice on the use of new or specialist strategies or materials.

Consideration is given to a range of different teaching approaches, classroom management techniques, equipment and teaching materials including the use of information technology.

The SENCO will likely arrange for an IP to be drawn up, in consultation with teachers, parents, outside specialists, and where appropriate the pupils.

Individual Plans

Strategies employed are recorded within an Individual Plan (IP). IP's include:

- short term targets set for or by the pupil;
- strategies and provision to be used and put in place;
- when the plan is to be reviewed;
- outcomes (to be recorded when the IEP is reviewed).

The IP will only record that which is additional to, or different from the differentiated curriculum plan, which is in place as part of the provision for all pupils. The IP should be 'crisply written' and focus on three or four individual targets. These should be chosen to match the pupil's needs from the key areas of: communication; literacy; mathematics and behaviour and social skills

IP's are reviewed regularly, ideally every term but at least twice a year. The IP should be discussed with the pupil and the parents.

Statutory Assessments and Education Health Care Plan (EHCP)

Where pupils show significant cause for concern, and have failed to respond to previous intervention at the stages of Additional Needs or SEN Support, over a reasonable period of time (e.g. at least two terms), a decision must be made, in consultation with school, parents and any external agencies or professionals involved, to consider whether to ask the LA to initiate a statutory assessment. The school will state the reasons for making the request and submit the following evidence:

- The views of parents recorded previously;
- The ascertainable views of the child
- Examples of unaided work to evidence the child's difficulties
- Behaviour logs (if appropriate)
- Copies of IP's at SEN Support and 'My Support Plans'
- Evidence of progress, or lack of progress, over time
- Copies of advice, where appropriate, by health and social services
- Evidence of the involvement and views of specialists e.g. educational psychologist.

Once all the advice requested for the statutory assessment has been received, the LA must decide whether to draw up an EHCP. The LA then informs schools of annual review dates, to evaluate the effectiveness and efficiency of the provision.

Admission Arrangements

All children are admitted to the school in accordance with the school's admission policy. This policy matches the LA inclusive approach to pupils with EHCPs (Educational Health Care) Plans, which offers places within the local neighbourhood, mainstream school. Partnership with Parents Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools and other professionals. This is important in enabling children and young people with SEN to achieve their potential.

We value our links with parents (and carers) and we:

- Outline the arrangements for pupils with SEND in the Teaching and Learning booklet and on the school's website
- Inform parents when we first identify that their child has SEND;
- Involve parents in the school based response for their child;
- Welcome and encourage parental involvement and participation;
- Explain the purpose of any intervention or programme of action;
- Acknowledge and draw on parental knowledge and expertise in relation to their child;
- Focus on pupils' strengths as well as areas of additional need;
- Recognise parents' concerns, their feelings and worries;
- Ensure that parents understand procedures, are aware of how to gain support in preparing their contributions, and are given the documents to be discussed well before meetings;
- Facilitate parent to parent support by providing contact details, where pupils are receiving SEN Support.

Other Partnerships

Appropriate use is made of the specialist services available locally including clinical and educational psychologists, the services for visually impaired, educational social workers, speech therapists, the child guidance team and visiting teachers for pupils with specific learning difficulties. Some of these services are available through the LA; some are funded by the school.

Services are provided by the NHS trust, including routine health checks; the school nursing team carries out hearing and vision tests. The SEN co-ordinators within the pyramid meet to share good practice and extend knowledge of specialist approaches or curriculum material. The SENCO can also attend the 'Senconet' meetings organised by the LA. A strong link has been established with the staff of Lindley Church of England Infants School with frequent informal meetings between the SEN co-ordinators. Care is taken to ensure that a full transfer of children's records takes place when pupils transfer to or from Lindley Junior School. A detailed discussion with the parents of pupils at SEN Support or with an EHC Plan and with other professionals, including the SEN co-ordinator of the admission area High School takes place at a review meeting in

year 5 to consider the options for secondary education. The transitional review meeting takes place before admission to High School involving thoughtful discussion with the parents of pupils and other professionals involved. For pupils with an EHC Plan, this meeting will then recommend transfer to the most appropriate school.

Pupil Participation

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. (See Articles 12 and 13, The United Nations Convention on the Rights of the Child.)

We endeavour to involve pupils in decision-making where possible, and help the pupils to understand the agreed outcomes of any intervention, and how they can be partners working towards goals. Pupils who play an active part in assessment and in developing and monitoring agreed targets, would also have greater self-esteem and feel confident.

Pupils are asked to sign individual plans (IPs) and discuss targets with their parents and class teachers; they are encouraged to take an active part in trying to meet those targets.

'We involve the pupils in the target setting process and encourage them to set targets for themselves. Regular feedback from teachers makes pupils aware of how they can improve their work and achieve their target. Target setting for our pupils means that they have to make decisions about their own learning. This helps pupils learn more effectively by making clear what it is that they need to do next in order to improve.' Pupils are encouraged to support their peers, either informally or through arranged support activities.

Equal Opportunities

The school is committed to achieving excellence in terms of care and opportunity for all pupils, irrespective of ability, gender, race, class or culture. We seek to ensure that all pupils will work to improve their level of achievement. The school seeks to maintain a strong tradition of high standards and expectations both academically and socially.

Monitoring, Evaluation and Review

There is regular monitoring and evaluation of the effectiveness of the school's approach to SEND. Monitoring and evaluation will be carried out by the Head Teacher and SENCO in conjunction with all classroom based staff and the results reported to and discussed with, the Governing Body.

The policy will achieve its aims if:

- all special educational needs are identified and addressed promptly
- pupils are only exempted from the National Curriculum in exceptional circumstances,
- parents have confidence in the school's procedures and express satisfaction with the outcome for their children,
- pupils are involved and their views are sought,
- all staff are fully committed to the school policy.

Pupil progress is judged by;

- the length of time pupils spend on graduated response levels;
- individual improvements in standardised test scores;
- reduction in the need for differentiated work;
- progression through curriculum materials;
- confidence levels and self esteem; □ **appropriate behaviour and attitudes;**
- development of independent learning skills;
- teacher judgement of attainment.

This policy will be reviewed in September 2019.

Complaints

Complaints about the provision for pupils with special educational needs will be swiftly addressed by either the SENCO or the Head Teacher.