



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

To be reviewed and ratified at the Full Governing Body Curriculum Committee meeting – 26.11.18

Review date Autumn 2020

### **PHILOSOPHY**

At Someries Junior School we believe that all pupils should have the opportunity to achieve their full potential, whatever their ability. All children have individual needs and it is the school's policy to offer a broad and suitable balanced curriculum which caters for these needs and allows children to progress at their individual rate.

At Someries we recognise that a child has Special Educational Needs or Disabilities if they have a learning difficulty or an ability which is significantly greater than the majority of children of the same age. Children with Special Educational Needs and Disabilities may include those with moderate or specific learning difficulties, emotional and behavioural problems, medical conditions, speech and language difficulties, those with Autistic Spectrum Disorder, or those with visual and hearing impairments and physical disabilities.

All staff recognise their responsibility for the education of pupils with SEND and the importance of maintaining high expectations for all children. They recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils. It is recognised that the knowledge, views and experience of parents are vital and that the effective assessment of provision for children with SEND can only be achieved when there is the greatest possible partnership between parents, their children, the School and other relevant agencies.

### **AIMS**

- To ensure all children are given equal access to the curriculum and that each child's achievements are valued
- To ensure continuity of provision from KS1 through to KS3 through careful transition work
- To identify and assess children with SEND as early as possible
- To encourage positive engagement of parents
- To raise staff awareness and expertise through CPD
- To ensure that records follow the child through the school and that they are clear, factual and up to date
- To maintain close links with the support services, other schools and agencies, where appropriate
- To develop pupils' independence skills
- To encourage in pupils a sense of responsibility for their own learning and behaviour

### **IDENTIFICATION AND ASSESSMENT ARRANGEMENTS**

We aim to identify children with special educational needs as early as possible in their school career. Liaison with Infant Schools before transfer from KS1 to KS2 begins the identification process. Liaison with High Schools before transfer from KS2 to KS3 ensures that their needs are highlighted before transfer.

As with all children, the progress of those with SEND is closely monitored.

Individual assessments are maintained and reviewed on a half termly basis for all children. When a child exhibits progress below expectations, a monitoring and review process begins, alongside professional communication and

observation, at this stage diagnostic testing may take place. Liaison between home and school is encouraged; a decision may be reached at the meeting to begin support within school.

**School Support** – When a class teacher of the SENCO identifies a child with SEN, the teacher should provide interventions that are **additional to and different from** those provided as part of the usual differentiated curriculum and strategies. At this stage the child should be offered extra support from within the school's resources within the context of an Individual Education Plan (IEP) or an Inclusion passport containing:

- short term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place and by whom
- when the plan is to be reviewed - termly
- success criteria
- outcomes

Parents are informed and given an opportunity to discuss the IEPs and the reviews. Some children may be given group education plans if this is felt appropriate.

**Outside Agency Support** – External services may undertake specialist assessment leading to a more specifically focussed IEP. These children may be included on the agenda at the termly School Liaison Meeting. Parents are informed and given an opportunity to make an opportunity to discuss the IEP and the reviews.

**Statutory Assessment, Educational, Health & Social Care Plans** – The SENCO requests the initiation of Statutory Assessment procedures by the Special Educational Needs Assessment Team (SENAT). A submission is forwarded to the Moderation Panel who decides whether to proceed with Statutory Assessment under the Children and Families Act 2014.

The SEND Register, New Code of Practice, procedures, information and resources are kept in the SEND office. The children's individual SEND records are kept in a locked filing cabinet within that room.

All teaching staff, including TAs, have access to a list of children with Special Educational Needs and relevant IEPs or Inclusion Passports in their Special Needs folder.

The policy is reviewed where there are changing circumstances and at least once every two years. Monitoring of the policy will consider the following:

- Is there effective communication between staff, parents and SEND co-ordinator?
- Are the IEPs or Inclusion Passports addressing the needs of the children? Do the children know their own targets? Are they achieving?
- Are we identifying children's difficulties early and quickly?
- Do we make full use of our SEND resources?
- Are our parents happy with the provisions for SEND children?
- The results and analysis of SATs and teacher assessments
- The number of children whose needs are being met and who move down or off the profiling stages
- The number of exclusions from the school

## THE ROLE OF THE CLASS TEACHER

- To provide suitably differentiated work within the curriculum
- To liaise with the SENCO and parents to discuss individual children who may have Special Educational Needs
- To keep parents informed of their child's progress
- To develop, implement and review and appropriate IEP or Inclusion Passports in consultation with the SENCO
- To ensure the efficient deployment of their TAs within their class.

## THE ROLE OF THE SENCO

- Maintain and review the record of pupils with Special Educational Needs and Disabilities, through the provision map and individual SEND files.
- Liaise with all staff
- Liaise with other schools, support services and outside agencies
- Liaise with the Family Worker, Learning Mentor and Year Group Leaders
- Liaise with the Governor responsible for SEND
- Advise and support staff and parents
- Inform and involve the Headteacher of relevant issues and meetings
- Monitor rigorously the effectiveness of interventions
- Fulfil LEA documentation requirements
- Attend all relevant meetings
- Lead school based CPD on SEND
- Attend appropriate CPD on SEND
- Carry out relevant assessments
- Observe and work with individuals on the SEND register
- Ensure the SEND Information Document is kept up to date and a copy available on the school's website
- Work as part of the Senior Leadership Team

## HUMAN RESOURCES

Year Group Leaders

Class Teacher

SENCO

T.A. support for pupils identified as having Special Needs

Learning Mentor

Family Worker

Midday Supervisors

## RESOURCES

Materials are centrally located in the SEND office and in areas where they are most used.

## DEVELOPMENT

Refer to the relevant School Improvement Plan

## SAFEGUARDING

Refer to relevant policies – Safeguarding, Inclusion, Behaviour

## COMPLAINTS

The school has an agreed policy for dealing with complaints