

# Grange Community Junior School



## Special Educational Needs Policy

Review annually
Ratified Sep 2012, Oct 13, Nov 14 Sep 15 Sep 16 Sep 17
Changes

## **Document Purpose**

This policy reflects the values and philosophy of Grange Community Junior School in relation to the teaching and learning of children with Special Educational Needs (SEN). It gives guidance on planning, teaching and assessment.

## **Audience**

This policy, having been presented to and agreed by the whole staff and Governing Body is distributed to:

- All teaching staff,
- All non – teaching staff,
- School governors.

A copy of the policy is also available in the school office and is readily available to visiting teachers, outside agencies and parents.

## **This policy accepts the definition of SEN as set out in the Revised Code of Practice 1:3**

## **Aims and Objectives**

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the Headteacher or the appropriate governor has been informed by the CSA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs. **(This is mandatory).**

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

## **Responsible Persons**

The person coordinating the day to day provision of education for pupils with special educational needs is Lynette Williams [SENCo]. (ref Code 5.3.2 Primary)

## **Provision**

The SENCO is responsible for co-ordinating the day to day provision of education for pupils with SEN.

## **Adult Support**

Children with a statement of SEN/ Education Health Care plan (EHC Plan) receive at least the number of hours of support specified in their statement.

The remaining amount of support time is allocated to each class by the SENCO. Consideration is given to:

- The number of children in a class on the SEN register,
- The level that those children are on (SEN Support, Statement/EHC Plan)
- The number of children in the class,
- The experience of the teacher,
- The specific needs of the children in a class.

## **Admissions**

All the teachers in the school are teachers of children with Special Educational Needs. As such Grange Community Junior School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The school staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

Parents interested in a place at Grange Community Junior School for children with SEN are given the opportunity to tour the school and meet with the SENCO. Special transition arrangements are put in place when necessary.

## **Access to the Curriculum**

The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Children with a statement of SEN are occasionally disapplied from particular lessons. During these occasions they work on intervention programmes as detailed in their statement/Education Health Care Plan.

A variety of teaching arrangements are used as appropriate by the teacher, SENCo or TA using:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies

There may be occasions where pupils with SEN are withdrawn from the classroom in order to work with one specific interventions or activities related to targets on their Individual Education Plans (IEPs). Teachers give careful consideration to the most appropriate time to withdraw children, considering the lesson they are missing.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services; the IEP will be amended accordingly.

## **Facilities**

Grange Community Junior School is all on one level and has wheelchair access. There is a disabled toilet. Special facilities and building adaptations will be provided as and when necessary and so far as is reasonably practicable.

## **Funding**

The school receives a delegated budget for SEN from Hampshire.

All money allocated for SEN in the school's budget share is used solely for providing an appropriate level of support e.g. resources to support those children with SEN, Teaching Assistants (TA's) to carry out intervention programmes. The school has a graduated approach of action and intervention to meet pupils' needs aligned to the Code of Practice.

## **Resources**

A bank of SEN resources can be found in the SEN room which includes a variety of activities and ideas which can be used as appropriate by all staff and children.

New resources are added according to the school's strategic planning priorities on an annual basis.

## Identification, Assessment and Review

Early identification of any difficulties is essential, so all children are assessed on entry to year 3, or on entry to the school. This assessment is both summative and formative and includes reference to details supplied by previous schools. Annual testing and teacher assessment evaluate progress throughout the term or year.

Screening and assessment procedures include:

- End of Key Stage 1 SATs,
- Macmillan Reading Test
- NFER Non Verbal
- Parallel Spelling Test
- Vernon Spelling Test
- Salford reading Test
- Teacher Assessment and observation of academic work, behaviour and emotional needs

If further information is needed more specific diagnostic tests will be used.

Children who meet the SEN criteria are placed on the SEN register at SEN support as defined in the SEN Code of Practice.

**SEN Support** - An IEP is completed which details strengths and areas of concern and includes specific measurable targets and criteria for achieving them. These are shared with children and parents. This is reviewed and monitored on a regular basis. If appropriate, advice will be sought from outside agencies.

If a child has significant and long-term special educational needs which require a very detailed assessment the school (in consultation with the parents) will ask the Local Authority (LA) to carry out a **statutory assessment**. Following the statutory assessment the LA may decide to issue an Education Health Care Plan, detailing the child's difficulties and appropriate support.

**Statement/Education Health Care Plan** – An IEP is completed which addresses targets identified in the statement/EHC plan. These are shared with children and parents. They are reviewed and monitored on a termly basis. As well as internal termly reviews an Annual Review will take place to which outside agencies and representatives of the LEA will be invited.

The SEN register is reviewed and monitored termly. The SEN criterion is used to decide which children to place on the register and at which area of need. Children, who have made significant progress due to the interventions put in place and no longer meet the criteria, will be removed from the register of SEN.

## Governors

The SENCo meets regularly with the SEN Governor to report on progress. The SENCO reports to the Governor's at least once a year on the provision for children with SEN and their attainment and progress.

## **Complaints**

Parents who have complaints about the SEN provision for their child should, in the first instance, discuss the situation with the Headteacher. If the complaint is not resolved, the parent should put their concerns in writing to the Governing Body. A representative from the Governing Body will meet the parent and the Headteacher to discuss the complaint. If the matter still remains unresolved the parent will be advised of the County Complaints Procedure.

## **Training**

The Headteacher is responsible for identifying training needs of all staff. Staff will be sent on training or INSET provided as and when necessary.

## **Parents**

We aim to work in partnership with parents to recognise and support children's special educational needs at the earliest stage. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will be informed at parents evening if their child is on the Special Needs Code of Practice. They will be given a copy of the child's IEP and the chance to discuss their targets.

Parents will be informed about Annual Review meetings for children with statements/EHC plans approximately 6 weeks in advance and invited to make a written statement as appropriate.

Any decision to refer a child to an outside agency will be discussed with parents. Referrals will only go ahead with parental permission. Parents will be invited to attend any formal meetings held with outside agencies where their child is discussed.

Information about the schools SEN provision can be found on the school's website in the SEN report.

If a parent is concerned about their child they can arrange a meeting with the class teacher, SENCO and/or Headteacher.

## **Pupils**

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education.

## **Outside Agencies**

Parents will always be informed when an external agency becomes involved with their child.

When appropriate, school will refer children to outside agencies, to gain specialist advice on how to support the child. Outside agencies include:

- Educational Psychology Service (EP)
- Primary Behaviour Support Service (PBS)

- Child Adolescent Mental Health Service (CAMHS)
- Health Service - School Nurse/ The Vision Support Service /Occupational Therapy
- YCP
- Paediatrician
- Parent Support Advisor
- Social Work
- SALT

Advice given by outside agencies will always be adhered to.

### **Links with Other Schools**

Whenever possible the SENCO discusses all children admitted to school with the SENCO from the previous school.

The majority of children join Year 3 from Grange Infant School. There is a structured transition programme in place which ensures teachers have the opportunity to liaise and children have the opportunity to visit prior to starting school.

If necessary, special transition programmes are put in place for children with SEN.

Whenever possible the SENCO discusses all children leaving the school with the SENCO from their next school. Their SEN file (including all IEPs and reports from outside agencies) is sent on to their new school.

At the end of Year 6, there is a structured transition programme in place which ensures teachers have the opportunity to liaise and children have the opportunity to visit prior to transfer. There is a special transition programme for children identified as vulnerable.

### **Review**

Evaluation and review of this policy takes place on a regular basis. Any amendments or changes are discussed and agreed by the whole staff before being presented to the Governing Body.