



# Hothfield Junior School

## Policy for Children with Special Educational Needs and Disabilities

Revised: March 2016

Review date: March 2017

### Rational/Introduction

Policy to promote the successful inclusion of pupils with special educational needs and/or disabilities at Hothfield Junior School.

At Hothfield Junior School we believe that the individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem. This policy is intended to address the needs of pupils with special educational needs (SEN) and pupils who have disabilities.

### Aims of the SEND Policy

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to value all pupils and promote pupils' self-esteem and emotional well-being
- to ensure that ALL learners make the best possible progress
- to ensure parents are informed of their child's special needs and necessary provision and that there is effective communication between parents and school
- to ensure that learners are enabled to express their views and are fully involved in decisions which affect their education
- to promote effective partnerships and involve outside agencies when appropriate

### Definition of special education needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs 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 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.

### Roles and Responsibilities

The Local Education Authority (LA) has a responsibility for the identification, statutory assessment and provision for pupils requiring Education, Health and Care Plans (EHCP) and for annual reviews of those statements.

The Governing Board should, in cooperation with the head teacher, determine the school's approach and provision for children with SEN, establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work. At Hothfield Junior, we have an SEN Governor, Susan Griffiths, who monitors all SEN provision, liaises regularly with the SEND Coordinator (SENDCo) and evaluates the success of this provision termly. Any policies relating to SEND are authorised by the Board of Governors.

The Headteacher, James Procter, has responsibility for day to day management of SEND provision. He keeps the Board of Governors fully informed and works closely with the SEND coordinator.

The SENDCo, Jennie Hudson, works closely with the head teacher, senior leadership and fellow teachers and is closely involved in the strategic development of the SEND policy and provision. The SENDCo has responsibility for the day to day operation of the school's SEND policy and for overseeing provision for pupils with SEN. The SENDCo contributes to the in-service training of the staff and liaises with external agencies. The SENDCo maintains the main SEND records and is responsible for compiling and updating the SEND register, overseeing the administration of paperwork in relation to reviews and outside agencies.

Class teachers have the responsibility for the teaching, learning and progress of all children in their class including those with SEND. They ensure that they set suitable learning challenges in a continuous cycle of planning, teaching and reviewing which takes into account the range and diversity of individual needs. This includes looking carefully at classroom organisation, teaching materials and teaching and learning styles to ensure all children can access the curriculum. Teachers are responsible for adapting their teaching methods accordingly, planning interventions, drawing up and monitoring individual plans (where necessary) and managing support staff appropriately.

Support staff are directed by the class teacher and the SENDCo and although they will be used to support learning in a variety of ways, they will be deployed according to specific areas of need within school which may include supporting or targeting children with SEN.

### Inclusion

All staff are aware of their responsibilities towards pupils with SEND. In order to meet the learning needs of all pupils, teachers differentiate work and a positive and sensitive attitude is shown. Where pupils are identified as having special educational needs, the school provides support relating specifically to their needs.

The range of provision includes:

- in class support for small groups with a Teaching Assistant
- small group withdrawal with a Teaching Assistant or Learning Mentor
- individual class support/individual withdrawal

- further differentiated resources
- intervention groups
- staff development/training to undertake more effective strategies
- access to Education Support Services

### Identifying Special Educational Needs/Assessment

Our school is committed to the early identification of SEN and adopts a focused response to meeting special needs in line with the code of practice. It is based on the assumption that pupils' SEND requirements fall into the following four broad areas:

- Communication and Interaction

Children and young people have speech, language and communication difficulties which can make it difficult for them to:

- make sense of language and/or
- understand how to communicate effectively or appropriately with others

- Cognition and Learning

Children and young people who:

- learn at a slower pace than others of their age
- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and have weak memory skills
- have a specific difficulty affecting one particular part of their learning performance in English or Maths

- Social, Emotional and Mental Health Difficulties

Children and young people who:

- Have difficulty in managing their relationships with other people
- Are withdrawn from classroom activity and have low self confidence
- Behave in ways that may hinder either their own or other children's learning
- Have experience/s that have impacted on their general health and wellbeing

- Sensory and/or Physical needs

Children and young people who have:

- Visual and/or hearing impairment
- A physical need which means they require additional ongoing support and resources

The school identifies special educational needs as soon as possible by gathering evidence.

We adopt the following procedures for identification and assessment:

- the pupil in context
- teacher assessments including the analysis of data including SATs, reading ages, KPIs in Maths, reading tests

- teacher concerns
- parental concerns
- information from parents
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The SENDCo maintains a list of pupils identified through the procedures listed. This list is reviewed at least termly. A detailed analysis of the list takes place annually. For some pupils a more in depth individual assessment may be undertaken by school to identify specific learning difficulties. For pupils at Range 2 or above an external agency may be involved in the assessment and identification need.

### Graduated Approach to SEN Support

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through Additional SEN Support and Education, Health and Care Plans as described below. We follow Bradford Authorities advice to establish the provision a child requires, these are separated into ranges.

#### Additional SEN Support

##### Range 1

The class teacher will be aware of your child's needs and provide for them within normal differentiation. The class teacher will have identified strategies and activities or interventions that should help your child to progress in their area of need. But for most of the time, your child will be working towards the same objectives as the other children in the class.

##### Range 2 and 3

The SENDCo will ensure appropriate additional support if needed is made available to your child. The SENDCO will also, with your prior consent access other services e.g. health, educational, social care as needed. You may sometimes have the chance to discuss your child's needs with these specialists. Children who need SEN support will spend a proportion of their time working on special activities, often 1:1 with an adult or in a small supported group. However, they will still spend most of their time working within the class, on tasks at the appropriate level.

##### Range 4 – Children with a Statement or Education, Health and Care Plan

Children with a Statement/EHCP may have an adult working with them some of the time or access to resources to help them to access the curriculum at their level. You should be aware of the main adults who work with your child. The aim of the support adult is to enable your child to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for your child will be discussed with you at regular reviews (usually two per year). You may have opportunities to discuss progress and

needs with external specialists (such as the Educational Psychologist). Each school year there will also be a formal Annual Review/EHCP meeting, at which the terms of the Statement/EHCP of SEN will be reviewed and amended as required. You will be invited to attend this meeting and to contribute a written report.

Note: Parents are often concerned about their child missing key aspects of the curriculum when working on special interventions. The SENDCo and class teacher will timetable your child's activities in a way that matches their learning priorities. Often, for example, social, emotional or communication needs affect learning across the curriculum, so need to be given a very high priority

### Monitoring and Evaluation

The effectiveness of our provision for pupils identified as having special education needs will be determined by:

- progress which narrows the attainment gap between pupil and peers
- progress which prevents the attainment gap widening
- full curricular access
- improvements in pupil behaviour
- improvements in self-help, social or personal skills

It will be carried out by:

- classroom observation
- work sampling
- informal feedback from all staff
- pupil interviews/review meetings
- pupil tracking
- monitoring of targets
- movement on SEN list
- attendance records
- feedback from parents

### Individual Learning Plans

Some pupils at Additional SEN Support (depending on the level of concern and in consultation with SENDCo) will have a Learning Plan. Where a group of children are of a similar ability with the same targets then a Group Learning Plan should be written. A Learning Plan sets out targets and any provision made that is in addition to and different from usual classroom provision. For pupils with Statements or Education, Health and Care Plans, provision will meet the recommendations on the statement or plan. In subjects where all children have curricular targets these are used to inform LPs.

### Admission Arrangements: The Local Offer

In line with the Code of Practice 2014, schools and the LEA must publish a Local Offer which provides clear, comprehensive and accessible information about the support and opportunities that are

available to children with SEN and their parents. The school offer has been agreed by our Board of Governors and this has been published on our school website.

Parents, carers and children are welcome to visit the school and they are encouraged to voice any concerns they might have about a child's individual needs and subsequent integration into our school.

### Access Arrangements

Access to the school site and building is possible for users of wheelchairs. Movement between classrooms, dining room and hall is difficult but possible. The school has an adult assisted access toilet.

### Partnerships with parents

Our school recognises the value and importance of working in partnership with parents and carers through:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help the child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision making process about SEN provision
- making parents and carers aware of parent partnership services
- providing all information in a 'parent friendly' and accessible way.

### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- identify their own needs
- be involved in setting targets
- review their progress
- state their views about their education and learning

### Links and Partnerships

We aim to maintain useful contact with education support services.

For pupils at SEN Support any one or more of the following agencies may be involved: - Educational Psychology Services, Autism Support Team, Behaviour Support Team, Education Welfare Service and Learning Support Services

Links with Other Services: Social Services, Speech and Language Therapy Services, Community Health Service and Parent Partnership Service

Links with Other Schools: Links are also maintained with the following schools: - Aireview Infant School and South Craven School. Where pupils are transferring from or too a different school the SENDCo will make an initial contact to gather information.

The SENDCo also maintains links with other SENCOs through the LAP SENCO network meetings.

#### Supporting pupils with medical conditions

The school database is updated as and when information comes into school. Any major changes are passed on to the class teacher straight away. Updated medical information is passed on to the teacher each term. Where necessary staff will be trained to support a child's medical condition.

#### Resources

A budget for SEN resources is set annually and the SENDCo is responsible for ordering resources from within this. All staff are encouraged to make suggestions about resources which they might find useful. Provision for children with identified difficulties is planned for on an individual needs related basis, in relation to the school's financial situation as allocated by Bradford Council. There may be identified needs which are best supported with small groups and/or on an individual basis.

#### Training

In order to maintain and develop the quality of provision, staff are encouraged to undertake training. The SENDCo monitors the training needs within the school. The school releases the SENDCo to attend appropriate courses, details of which are fed back to the staff.

#### Storing and managing information

In addition to the usual school records kept on all children, the SENDCo holds a central record to oversee the day-to-day management of special needs. The SENDCo will maintain these records and ensure access to them. The class teacher may also keep copies of evidence relating to a child's special educational needs. Copies of all paperwork relating to a child's SEN will be kept in the SEN filing cabinet in the school office.

Evidence kept in SEN files may include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions and difficulties
- Information from health/social services
- Information from other agencies
- Observations made by teacher/teaching assistants within school

### Complaints procedure

The school works to develop a positive relationship with parents but if a parent is unhappy with anything school does, the child's class teacher and/or SENDCo will listen to and give consideration to any concerns the parent has. The involvement of the head teacher is offered as and when necessary. The chair of governors may be involved if the parent is still not happy with the way the school handles the concern. In the case of an unresolved complaint the LEA may become involved.

### Review of the SEND Policy

The school considers the SEND Policy document to be very important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

Renewal Date – April 2017

J. Hudson - March 2016