

ORCHARD LEA JUNIOR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



This policy applies to all staff at Orchard Lea Junior School.

Date Reviewed: May 2021

Date Ratified: Awaiting Governor approval

Special Educational Needs Co-ordinator: Helen Glendinning

The school governor for Special Educational Needs: Laura

RATIONALE

At Orchard Lea Junior school all children are valued equally, regardless of their abilities and behaviour, and all children are entitled to have access to a broad, balanced and relevant curriculum of formal and informal activities, including the National Curriculum, which is differentiated to meet individual needs. Support and guidance should enable all pupils to take full advantage of the educational opportunities offered, and to have high but realistic expectations of themselves.

AIMS

We aim to:

- a) Identify as early as possible areas of difficulty where support is required, and areas of strength which can be built upon
- b) Identify through internal assessment procedures when referral to external agencies is appropriate
- c) Promote self-esteem and to encourage independent learning
- d) Encourage open and honest communication between school and home
- e) Show awareness and sensitivity towards children who have been identified as having special needs, and their parents

OBJECTIVES

1. Identify and assess special needs as soon as possible, whether of a temporary or longstanding nature
2. Follow the three 'waves' model of support
3. Enable children with special needs to access, as far as possible, all areas of the National Curriculum
4. Implement 'The Graduated Approach' set out in The Code of Practice 2014. Where a pupil is identified as having SEND, action will be taken to remove barriers to learning and put effective special education provision in place. SEND support should take the form of a four-part cycle – assess, plan, do and review. Through this cycle, actions should be revisited, refined and revised to ensure the pupil is making progress.
5. Plan, implement and review individual education programmes in support of pupils, teachers and learning support assistants
6. Use external agencies to add to the school's identification and assessment arrangements
7. Build staff confidence in the identification and assessment of special needs, and in using a variety of teaching strategies, through in-service training
8. Provide facilities for the physically disadvantaged should it become necessary

Identification and Assessment of special educational needs

There are four broad categories of need identified in the Special Educational Needs and Disabilities Code of Practice 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical needs

While these four areas broadly identify the primary area of need for children with special educational needs, at Orchard Lea Junior School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Other factors which are not Special Educational Needs but may impact on progress and attainment are:

- disability
- attendance and punctuation
- health and welfare
- English as an additional language (EAL)
- being in receipt of the pupil premium FSM 6, looked after children and children of servicemen/women.

The 2014 Code of Practice has omitted behaviour as a category of need. Any concerns relating to a child's behaviour is an underlying response to a need which we will be able to recognise and identify as we know the pupils well.

A graduated approach to Special Educational Needs support

Assess-Plan-Do-Review

The Code of Practice's 2014 'Graduated response model' for identification of children with special needs is used as follows throughout the school:

PLAN

- Normal classroom monitoring, including teacher assessment and monitoring of progress, attainment and behaviour.
- Drawing on the school's expertise, including use of specific interventions where required.

DO

- Consistently reviewing the effectiveness of support and interventions on the progress of pupils.
- Consulting outside agencies

REVIEW

- Evaluating the need for additional support
- Formal assessment by the Local Education Authority

The school tracks closely the achievement and attainment of all pupils and the Special Educational Needs (SEN) Register is revised each term as necessary.

Allocation of Resources

- To ensure that the budget for special needs is at least the minimum to be spent on human resource
- To evaluate the staffing requirements for special needs to inform the School Improvement Plan
- To ensure that children at SEN support, and those with education, health and care plans (ECHP's) are allocated resources commensurate with their needs as far as possible
- To provide carefully graded resource material for supporting groups and individuals.

The Special Educational Needs register

The Special Educational Needs Code of Practice 2014 states that pupils are identified as having special educational needs if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The decision to place a child on the Special Educational Needs register is taken by the Special Educational Needs Co-ordinator after the relevant steps have been taken. The school adopts a plan-do-review graduated approach which requires teachers to work with the Special Educational Needs Co-ordinator to provide for Special Educational Needs pupils and then assess the outcomes.

Outside agencies will be contacted when necessary. Parents will also be made aware when their child is on the Special Educational Needs register and when they have been removed. The register will be revised every half term.

The Special Educational Needs register will, as stated above, list all of the pupils who are receiving support that is **additional and different** to those of other pupils. Pupils exit the Special Educational Needs register when they are no longer receiving this support.

Pupils who are classed as Low Attaining will also be closely monitored and tracked by the Special Educational Needs Co-ordinator and subject teachers to assess where additional and different interventions need to be put in place and for how long.

Managing pupils' needs on the Special Educational Needs and Disabilities register

Parents are made aware of any concern immediately and pupils either at a parents' meetings, parents' evening or by telephone if a need arises at another time of the year. The graduated approach rolls on a 6 week or half term basis. Parents and pupils are kept up to date with all decisions and suggestions.

Provision / action that is additional to or different from that available to all, will be recorded on an Individual Pupil Profile. This will be written by the Special Educational Needs Co-ordinator, teachers and teaching assistants, pupils, parents and carers. It may also involve consultation and advice from external agencies such as: Child and Adolescent Mental Health Services, Speech and Language, Communication and Interaction team or Educational Psychology.

The Individual Pupil Profile will detail barriers to learning and strategies to support pupils.

If, despite significant support and intervention at this level, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals such as: Child and Adolescent Mental Health Services, Speech and Language, Language and Communication and Interaction Team, heathfield Outreach, Primary behaviour Support and Educational Psychology. These professionals may be invited to contribute to the monitoring and review of progress. Pupils and parents will be involved and kept informed about the involvement of external agencies and proposed interventions.

Agencies that are involved are:

For pupils who have Educational Healthcare Plans (EHCPs), their progress and support is outlined in their EHCP will be reviewed annually and submitted to the Local Authority.

The school's level of provision is decided by several members of staff- Special Educational Needs Co-ordinator, class teachers, Learning Support Assistants and Senior Management where appropriate. There is a link to the Hampshire's Local Offer on the SEND information report. .

Training and resources

The Special Educational Needs Co-ordinator will advise the Senior Leadership Team if there is a Special Educational Needs training opportunity which would benefit all staff. The Special Educational Needs Co-ordinator will update the whole staff on any significant changes and pupil information. The Special Educational Needs Co-ordinator decides on any training needs of Teaching Assistants and other support staff. Training needs are included in the Special Educational Needs and Disabilities action plan each year.

Transition

The transition of Special Educational Needs pupils has to be handled with particular care. With Special Educational Needs pupils, the Special Educational Needs Co-ordinator will liaise with other Special Educational Needs Co-ordinators to build up a profile of new pupils.

Year 2 pupils with Special Educational Needs will visit at least twice before they start school in September.

For year 6 pupils, they will be given the use of an iPad to record images of buildings, people and significant places so they can build a profile before they start school. The Special Educational Needs Co-ordinator will organise these meetings and attend with the pupils. The relevant Teaching Assistants also attend and parents are involved.

Pupils will be made aware of their new teacher before the end of term in July and the Special Educational Needs Co-ordinator will organise meetings with individual pupils to discuss new teachers, timetable, classrooms and settings. Parents will also be told this information.

Roles and responsibilities

Special needs governors need to:

- have knowledge of current legislation;
- take part in any policy changes and decision-making;
- be available to visit school during the working day;
- show concern for staff and pupils by taking an active role in department meetings, informal parents meetings and attending staff training sessions;
- report back to other governors regularly;

- develop a mutually supportive role with the Special Educational Needs Co ordinator.

Monitoring the Success of the SEN Policy

Effectiveness of the policy is demonstrated in the early diagnosis of children who have a significantly greater difficulty in learning than the majority of children of the same age or of those whose physical abilities prevents or hinders them from making full use of the educational facilities provided.

Early identification is based on the Key Stage 1 Standard Attainment Tests, teacher assessment, individual testing and parental and pupil input.

Success is monitored through the effective implementation of individual targets and tracking sheets and using a variety of criteria, which include:

- An increase in reading and spelling quotients, ascertained through testing
- An improved understanding of mathematical concepts enabling the child to progress through subsequent stages of the maths curriculum. Further assessment using the Sandwell assessment may also be used.
- An improvement in a child's ability to learn independently, demonstrated by his/her increasing self-help skills
- An improvement in pupils' social skills and emotional well-being. This might be monitored through use of the Boxall Profile.
- Greater fluency in writing ascertained by a comparison between subsequent pieces of written work
- An increase in parental involvement resulting in improved liaison between home and school, by discussing progress at least once a year, with the parents of children at SEN support
- Progress towards meeting targets on the personalised tracking document.
- Progress in National Curriculum levels of achievement (including the 'P' levels where appropriate)

Staffing

Many of the staff have considerable experience of teaching children with special needs and are very supportive of the less experienced.

The SEND Co-ordinator offers help to staff and individual children according to their needs. She also has responsibility for co-ordinating the provision for each child and liaising, as necessary, with outside agencies.

Teaching Assistants give significant support within the classrooms. Emotional Literacy Support Assistants (ELSA) provide specific emotional support.

The school Parent Support Advisor supports identified children and their families.

~~Nurture Leaders give significant social and emotional support within the school nurture group for identified children.~~

In-service training for Teachers and Teaching Assistants is achieved through visits from Hampshire Support Services and through attending day courses, twilight sessions and residential courses.

Any online training the SENCO deems appropriate, can be shared with relevant staff.

~~Cluster group meetings for SENDCos and ELSAs and Nurture Leaders are held regularly to discuss the latest information and provide support.~~

Partnership with Parents

~~Each term parents receive a copy of their child's Individual Pupil Profile personalised tracking document, which may be discussed with school. This states the provision for supporting their child and the targets to be achieved. Barriers to learning and strategies.~~

Progress and targets are discussed at parents' evenings.

Regular coffee mornings are held for parents of children with additional needs. These are attended by the school SENDCo and Parent Support Advisor.

Parents are encouraged to work with us, taking an active part in their child's learning.

Parent contact is usually on an informal basis, when parents are invited in, or request a meeting, to discuss any problems that have arisen.

Should the child's progress be a serious cause for concern, the school will seek permission to involve the external support services.

If there should be cause for complaint, parents are advised to follow the school's Complaints Policy available from the school office.

The partnership with parents, once established, is maintained and fostered for the exchange of information resulting in the mutual benefit of all concerned.

The successful implementation of this policy for Special Educational Needs is monitored by the Governor responsible for SEND.

Parents are informed by letter when their child is on the Special Educational Needs Register. This will also be discussed at transition meetings in July, with SENCOs from the Infant and Junior school.

Year 6 transition meetings with SENCOs from both schools will take place and Transition Partnership Agreements (TPAs) are used to collate and share information to ensure a smooth transition.

Linked Policies

This plan will contribute to the review and revision of the following related school policies:

- Disability Equality Policy
- Accessibility Policy
- Equal Opportunities Policy
- SEN Information Report