

MANOR FARM COMMUNITY JUNIOR SCHOOL

Special Educational Needs Policy



September 2014

This policy will be reviewed: September 2017

1 Introduction

1.1 Children come to school with a variety of needs. Each child has a right to have those needs recognised and met. By recognising those needs and differentiating our resources and practice we provide an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all learners with disabilities have special educational needs and not all learners with SEN meet the definition of disability, but this policy covers all of these learners.

1.2 Pupils have special educational needs if they have a learning difficulty or disability that requires support which is additional to or different from the support which is normally offered in a classroom.

1.3 Although there are acknowledged links – in some instances – with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

1.4 We are aware of the need for parental involvement in the support of our pupils and seek to fully involve parents and carers in the SEN process and provision. All of the children on the SEN List are integrated fully into mainstream classes and supported as appropriate by all staff members.

2 Objectives

2.1 The specific objectives of our SEN policy are as follows:

- To identify learners with special educational needs and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that all learners make the best possible progress
- To ensure that learners with special educational needs and disabilities join in with all the activities of the school.
- To ensure that learners express their views and are fully involved – where possible - in decisions which affect their education.
- To promote effective partnership and successfully involve outside agencies where appropriate.

2.2 To meet these objectives:

- children with SEN will be identified as soon as is possible and in accordance with the staged approach outlined in the Code of Practice
- provision for all children will be made by the most appropriate agency. In most cases this will be the school,
- at School Support Level children will be referred to appropriate Agencies where needed
- the SEN List, which contains the names of all of the children with Special Educational Needs, will be updated at least once a term,

- School Support Plans will be reviewed three times a year with teachers, parents and carers and involved Agencies
- parents and carers will be kept informed at all times,
- clear and up to date records will be kept at every stage
- the Local Authority has a responsibility to make assessments and award an Education And Health Care Plan in accordance with the SEN Code of Practice.

2.3 The Special Educational Needs (SEN) Code of Practice was revised in Spring/Summer 2014, and provides guidance on the duties of schools, local authorities and others working with children who have SEN. The code sets out four areas of SEN:

Cognition and Learning

Communication and Interaction

Sensory and/ or Physical Needs

Social, Emotional and Mental Health Needs

2.4 The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

3 The Governors and Staff Roles

3.1 The success of the schools SEN policy will be judged against the objectives set out above. Annual success criteria will be regularly reviewed in Governor Teaching and Learning meetings, and the SENCO/ SEN Governor will report annually the efficacy of the policy and the effectiveness of the provision.

3.2 The designated SEN Governor is Wendy Terry who will keep an overview of the SEN provision being made. The Governing Body, in conjunction with the Headteacher, have responsibility for the school's general policy and approach to provision for SEN children including the allocation of resources.

3.3 The Headteacher is the designated responsible person in overall charge of the management of SEN provision and it's resourcing. The Headteacher works closely with the SENCO.

3.4 The SENCO or Special Educational Needs Co-ordinator is responsible for the day to day implementation of the provision and is currently Rebecca Wolfe. The SENCO is responsible for:

- liaising with and advising colleagues with the identification and support of pupils with SEN;
- coordinating the work of the LSAs and Specialist teachers;

- maintaining resources and the range of teaching materials to enable appropriate provision to be made;
- co-ordinating the provision for children with SEN;
- monitoring, tracking and reporting on the effectiveness of SEN provision
- maintaining the SEN List;
- overseeing the records of pupils with SEN;
- liaising with parents and carers of children with SEN;
- scheduling and organising Annual Reviews for children with an Education and Health Care Plan;
- dealing with SEN administration and record keeping;
- liaising with and co-ordinating external Agencies and the Local Authority SEN Department;
- liaising with feeder infant schools and future secondary schools about transition of SEN pupils
- contributing to the In-service training of all staff with regard to SEN;
- reporting on the effectiveness of SEN provision within school to the Headteacher and the Governing Body

3.5 The class teacher has a responsibility towards the children with SEN in their class. The class teacher has responsibility for:

- planning and delivering a differentiated curriculum and collecting and gathering information;
- liaising with parents and carers, as well as external agencies, TAs and LSAs, other support staff and colleagues, where necessary;
- planning, monitoring and evaluating School Support Plan targets;
- evaluating progress of SEN pupils;
- attending INSET and training sessions.

3.6 Learning Support Assistants who are directly involved with a child or group of children will liaise with the class teacher, parents/carers and SENCO in order to plan for, and meet the needs of, the child. Regular support and monitoring will be provided by the SENCO. The school may provide, if needed, additional adult time to support children in the classroom. The LA may provide additional funding for children eligible for an Education and Health Care Plan.

4 Admissions Arrangements

4.1 Prior to admission parents and carers and children visit the school and parents and carers are encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form requests that parents or carers state any special needs that their child has.

4.2 The LA dictate school admissions in all cases

5 Identification, Assessment, and Provision for SEN Pupils

5.1 The school uses a system of base-line screening with new children in the Year 3 classes. The school also liaises closely with the infant school during transition in regard of pupils with SEN.

5.2 Children's School Support Plans are reviewed three times a year in consultation between the class teacher, SENCO, LSA, any involved agencies and parents and carers. Provision is also made for pupils to provide feedback. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is on-going throughout the year. Where progress targets are not met, reasons are sought and the provision is reviewed and amended as appropriate.

5.3 The school uses a continuum of strategies and interventions to respond to children's special educational needs. These can broadly be placed into the following 'stages';

- the class or subject teacher identifies a pupil with a possible Special Educational Need and consults with the SENCO;
- the class teacher will submit a referral to the SENCO who will then gather information and co-ordinate any required provision if needed in school;
- the teacher and the SENCO may be supported by outside agency involvement;
- the School may refer a pupil for an assessment by the LA in the case of a child who is considered to have a significant long term and complex Special Educational Need.

5.4 At all stages, parents/ carers will be kept fully informed as to the SEN status of their child.

6 Evaluating Success

6.1 The criteria for success of the SEN provision is as follows:

- SEN Register to be updated at least once a term;
- Support Plan meetings to be held three times a year to review and set targets. All associated paperwork to be forwarded to parents and carers, involved agencies and filed in SEN files;
- parents and carers to be kept regularly informed and involved;
- parents and carers to be invited to Support Plan reviews three times a year;
- children with an Education And Health Care Plan are entitled to a yearly review in the Summer Term where all involved agencies and parents will be invited;
- children to be involved in the review of their Plans, as appropriate;
- relevant SEN paperwork to be filed in central system;
- external agencies to be involved where appropriate to a child's needs;
- agencies to be managed effectively by SENCO;
- INSET/SEN updates passed on to colleagues where appropriate;

- LSA monitoring implemented by senior HLTA and passed on to SENCO.

The Headteacher and governors use these success criteria to determine the success of the SEN provision.

7 Monitoring and evaluation

- 7.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 7.2 The SENCO is involved in supporting teachers involved in drawing up Support Plans for children.
- 7.3 The SENCO and the Headteacher hold regular meetings to review the work of the school in this area.
- 7.4 The SENCO and the named governor with responsibility for special needs also hold termly meetings.
- 7.5 The Governing Body reviews this policy regularly and considers any amendments.
- 7.6 The Governing body will be regularly updated as to how the SEN budget is being allocated.

8 Allocation of resources

- 8.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children an Education And Health Care Plan. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENCO meet annually to agree on how to use funds. The SENCO draws up the resources bid when the school is planning for the next School Improvement Plan.

9 SEN In-Service Training for Staff

- 9.1 The SENCO attends regular in-service training sessions and SEN Liaison Group meetings held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. INSET is provided for in the school's budget and School Improvement Plan, with support from the Schools Standards Fund.
- 9.2 The SENCO will hold INSET for teaching staff and their Learning Support Assistants as appropriate.

10 Partnership with Parents and Carers

- 10.1 Arrangements for including parents and carers of children with SEN follow the procedures outlined in this Policy:

- parents and carers are kept informed, both formally and informally, through Support Plan meetings and documents, Parent/Teacher evenings, phone calls, letters and by conversations;
- the school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher in the first instance, and/or a meeting with the SENCO. Interpreters can be arranged for those parents and carers who would like it;

- Support Plans to be sent to parents and carers three times a year;

11 External Agencies

11.1 A wide variety of agencies are available to support children with Special Educational Needs. The school liaises closely with these colleagues and works with them as they provide support within the school and also through the care plans they ask us to implement. The school refers and liaises regularly with the following services:

- the school doctor/nurse;
- the Educational Psychologist;
- the Educational Welfare Officer;
- the Speech and Language Service;
- Occupational Therapy Service;
- Visually and Hearing Impaired Support Service;
- Child and Adolescent Mental Health Service ;
- Cognition and Learning Specialist Teaching Service;
- ASD Specialist Teaching Service;
- Communication and Interaction Specialist Teaching Service
- Young Carers

11.2 We would seek to co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

12 Arrangements for Complaints

12.1 Any complaints regarding SEN provision should initially be discussed with the class teacher or the SENCO. If this fails to provide a satisfactory answer the issue should then be raised with the Headteacher. If this fails to resolve the complaint a group of three governors, including the governor who has oversight of the school's SEN provision and who will act as chair, will hear the complaint with the Headteacher and SENCO giving their case.

Approved by: _____

On: _____