



**MANOR FARM
COMMUNITY JUNIOR SCHOOL**

School Uniform Policy

**Last Review: January 2019
Next Review: January 2020**

MANOR FARM COMMUNITY JUNIOR SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

This Special Educational Needs (SEN) policy has been approved by the staff and governors of Manor Farm Community Junior School.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) and has been written in conjunction with the following publications:

- Equality Act 2010: The Equality Act 2010 and schools (DfE, May 2014)
- MFJS Equality and Diversity policy
- MFJS Accessibility Policy
- Special educational needs and disability code of practice: 0 to 25 years (DfE, July 2014)
- Supporting pupils at school with medical conditions (DfE, September 2014)
- MFJS Supporting Pupils With Medical Needs Policy
- MFJS Individual Health Care Plans
- Children and Families Act 2014
- National Curriculum in England: framework for key stages 1 to 4 (September 2014)
- MFJS Safeguarding Statement

School policies named above can be found on the school's website.

Every pupil in Manor Farm Junior School should develop to his or her full potential. Our teaching and learning values all pupils' achievements and recognises every child's individual needs. Every teacher in the school is a teacher of pupils with special educational needs (SEN). All staff are involved in the implementation of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

At Manor Farm Community Junior School, we ensure all pupils receive a broad, balanced, and challenging curriculum, which is matched to each individual child's skills, talents and personal qualities. Our inclusive approach covers all curriculum lessons, assemblies, school visits and residential trips, sporting activities, social activities, play times and extra-curricular clubs.

Our school aims for SEN are:

- To ensure that all pupils have an equal opportunity to access to a broad and balanced curriculum
- To have high aspirations and expectations of all pupils with SEN
- To provide a differentiated curriculum matched to the individual's needs
- To ensure early identification of all pupils with SEN
- To ensure that pupils identified with SEN are included in all school activities
- To ensure that parents of pupils with SEN are kept fully informed of their child's progress and attainment
- To listen to the views of children with SEN about their present learning and future development

Objectives of the SEN Policy:

- To identify and provide for pupils who have special educational and additional needs
- To ensure implementation the Special Educational Needs Code of Practice (June 2014)
- To ensure the policy is understood and implemented by all staff
- To provide an inclusive education to meet a wide range of needs
- To identify and address barriers to learning
- To ensure all pupils have access to an appropriately differentiated curriculum
- To work in partnership with parents/carers in supporting their child's education
- To guide and support all school staff, governors and parents in SEN issues
- To provide appropriate resources to enable access to the curriculum for all
- To involve pupils in the reviewing and planning of their learning

Definition of SEN

A pupil has SEN where their learning difficulty or disability requires special educational provision. This provision is different from or additional to that which is normally available to pupils of the same age.

The SEN Code of Practice 2014 describes four categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

This policy ensures that the teaching and learning of pupils with SEN will take account of type and extent of the difficulty experienced by the child. Some pupils may have complex needs where they have difficulties in more than one category. Some pupils with a physical or medical disability may also have learning difficulties that require special educational provision. On the other hand many pupils with SEN will not have a medical need. All pupils are regularly assessed and appropriate provision is put in place for those identified at having a need at any point in time

A Graduated Approach to SEN Support

Manor Farm Junior School uses a graduated approach for the identification, provision and review of pupils with SEN. All teachers are responsible for the progress and development of all pupils in their class, including pupils who receive additional support from teaching assistants or specialist staff. High quality class teaching, differentiated for individual pupils, is the important first step in providing for pupils who have SEN.

As a school we regularly review the quality of teaching for all pupils, including those at risk of underachievement. The class teacher ensures effective differentiation and personalised targets are used to meet the needs of every pupil in the class. Teaching is continually adapted to engage and support all learners. The class teacher is responsible for tracking the pupil's progress and this information is monitored every term by the Senior Leadership Team (SLT), Assessment Leader and the SEN coordinator (SENCO).

Monitoring teaching and learning includes reviewing information gathered in assessment data tracking, pupil progress meetings, book and planning scrutinies, learning walks and lesson observations.

Children's progress is assessed and measured on a termly basis and often more frequently. Progress is shared and discussed with parents/carers. Our SEN Governor meets termly with the SENCO to review the progress of pupils with SEN within the school in order to identify any strengths or areas for improvement.

Identification, Assessment and Provision

If a class teacher is concerned about a pupil and believes the child may have a special educational need they will discuss this with the SENCO. Parents will also be consulted. The SENCO and the class teacher will analyse the approaches already used in class to support the pupil and see if they are effective and have been delivered regularly. Provision may be altered or changed if it is not successful. Where support is needed which is additional to or different from that which is normally available in class, a SEN Support Plan will be drawn up. This outlines the nature and the objective of any additional support, the frequency of an intervention and the adult responsible for delivering it. The School Support Plan is shared with parents and reviewed on a termly basis. Pupils are able to have input into evaluating the success of any provision they have received.

If after further consideration, the child's needs mean they may require a more sustained level of support, then external agencies, such as an Educational Psychologist or the Cognition and Learning Specialist Teaching Team may be involved in order to carry out a comprehensive assessment of difficulties and to make recommendations to the school and the home.

Where concerns remain despite sustained intervention and when the child has long-term and complex needs, the school may consider requesting an Education, Health and Care needs assessment (EHC) form the Local Authority (LA). Parents will be fully consulted at this stage and are involved in this process. The school recognises that parents/carers have a right to request an EHC and parental requests can be made to the LA.

Assessment Procedures

Manor Farm Junior School has a regular and comprehensive system of assessment. Three regular assessment weeks occur throughout the academic year and there are also bi-annual assessments which give reading and spelling ages of pupils. Learning Ladders, an ongoing online system of teacher assessment, measures children's performance against curriculum objectives in Maths, Reading and Writing. The scores and levels from Learning Ladders are reviewed at the end of each term and the progress of individuals and cohorts of pupils can be tracked.

Manor Farm Junior School also uses the following methods of assessment:

- Rising Stars assessments in Arithmetic, Maths Reasoning, Spelling, Punctuation and Grammar
- Nfer Reading assessments
- Single Word Reading Tests
- Neale Analysis of Reading

- Salford Reading Test
- Blackwell diagnostic spelling test
- Strengths and Difficulties Questionnaire
- Boxall Profile
- Connors Questionnaires

Early Identification

The early identification of pupils with SEN is a priority as addressing the needs of a pupil promptly helps to ensure good progress. We value the important information that parents and carers can give about their child when making the decision as to whether special educational provision is required.

The school will use information from a wide range of sources to decide whether a child should be placed on our SEN List. This information could be gathered from:

- Evidence obtained by teacher observation in class
- Scores and levels from our assessment procedures
- Reports from external professionals, such as the Speech and Language therapist
- Reports from Child and Educational Psychologists
- Information from parents
- Guidance from specialist teachers such as the Cognition and Learning team
- Medical diagnoses and reports from paediatricians

SEN Support

When a class teacher identifies a pupil who is making less than expected progress, despite receiving high quality differentiation in day to day class teaching, it may be decided that the child needs additional support. In liaison with the SENCO, the class teacher will set up a short term provision that is additional to those provided as part of the school's usual differentiated curriculum. If, after a period of 6 -10 weeks, no or little progress is shown, then this support may need to be changed, adapted or altered or further support provided. The pupil will be added to the school's SEN List at this stage.

If progress continues to be less than expected, the pupil may require specialist consultation or additional support from outside agencies. Sometimes pupils may be added to the SEN list if they have a need that is on-going but does not require specific interventions or external support – for example, they may have a diagnosis of a condition but be performing well with the differentiated support available in daily class teaching.

A child may need additional support if they:

- make significantly slower progress than that of their peers
- fails to close the attainment gap between themselves and their peers
- fails to match or increase their previous rate of progress
- displays ongoing social and/or emotional difficulties which are not addressed by the usual behaviour management strategies used in the school.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment and resources
- has communication and/or interaction difficulties and continues to make little or no

progress despite provision to support these difficulties

Nature of intervention

The SENCO and class teacher will decide and agree the support needed to help the pupil to make progress. This may include:

- providing different learning materials and resources
- providing specialised equipment
- adapting classroom resources
- group support following a specific programme
- individual support following a specific programme
- access to LA support services for advice on strategies or equipment
- support from external agencies such as Speech and Language Therapists (SALT), Occupational Therapy (OT), Hearing Impairment Team (HIT)

Placement on SEN List

Pupils who have been identified as having a special educational need will be added to the schools' SEN List. Parents will be informed of this. The List is updated termly and contains a brief description of the child's needs, the category of need and names and roles of any external professionals supporting the child. The List also includes the names of children whose progress is being monitored as a concern but are not yet identified as SEN. It also includes the names of pupils who have in the past been identified as having SEN. The aim of formally identifying a pupil with SEN is to ensure that all school staff are aware of their needs and effective provision is put in place.

Assess - Plan - Do - Review cycle

When a child has been identified with SEN the school adopts an "assess, plan, do, review" approach to their support. This is an on-going cycle which allows teachers to monitor the effectiveness of provision and to make sure the provision is specifically matched to the child's need.

Assess

Many methods are used to assess the need which is inhibiting the child's progress and learning. A range of information will be looked at including:

- performance in class lessons
- evidence from the child's school work and books
- scores and levels from the school's regular assessment procedures
- findings from professional reports and observations
- information from the parents
- one to one assessments of the child

Care will be taken to explore and investigate as to why the child is having difficulties in one particular area or across a range of curriculum areas.

Plan

Planning will involve consultation between the teacher, SENCO and the parents to agree the adaptations, interventions and support that are required. This will be shown on the School Support Plan – this document outlines the nature and frequency of the support, who is responsible for delivering it and whether it is delivered on a one to one basis or in a group.

The Plan also shows baseline assessments for the start of the support and the assessment tool to be used to measure progress. Recommendations as to how parents can help reinforce the objectives of the support at home are included. The Plan is shared with all those working with the child and stored in a central place.

Do

The class teacher remains responsible for teaching the child on a day-to-day basis and also responsible for ensuring the regularity interventions delivered by teaching assistants. The teacher works closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Further advice on the effective delivery of an intervention is available from the SENCO. A running record of each in intervention is kept on a Intervention Tracker document – this records the dates and times of each intervention and contains brief notes on the performance of each child in each session of additional support.

Review

Reviews of a pupil's progress will be made regularly. The review process will evaluate the quality and impact of the intervention. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's performance, making any necessary adjustments needed to increase progress. The School Support Plan is reviewed at the end of each term. Each objective is assessed using the tool named on the Plan. Progress is measured from the initial baseline assessment at the start of the Plan for that term. The teacher writes observations describing progress. The child has the opportunity to give their views on the support they have received. The reviewed Plan is shared and agreed with Parents. Signed copies are kept securely in school.

Removal from the SEN List

The progress of pupils with SEN is monitored regularly. When a pupil with SEN shows sustained progress, having closed the attainment gap or consistently scoring levels in line with their chronological age, a decision will be made as to whether to remove them from the school's SEN List. Similarly, performance in class may show that the child no longer requires support that is additional to or different from that provided in daily lessons – good quality differentiated teaching is sufficient for the child to make good progress. Parents are informed prior to a pupil being removed from the SEN List. However, their progress will continue to be closely monitored using the school's usual assessment procedures and a record is kept showing that the pupil was at some time identified as having SEN.

School request for an EHC assessment

Where a request for an EHC assessment is made by the school to the Local Authority (LA), the pupil will have demonstrated significant cause for concern. The LA will need information about the pupil's progress over time, and will also need documentation in relation to the pupil's special educational need.

This information includes:

- current SEN Support Plans

- previous reviewed SEN Support Plans
- attendance and punctuality data
- health and medical information
- attainment and progress data such as reading and spelling ages and national curriculum levels
- reports from the class teacher and other specialists and professionals working with the child such as Speech and Language therapists or Occupational therapists
- the views of the parents/carers
- the views of the child
- involvement of other professionals such as social services or the education welfare service

Education, Health and Care needs assessment (EHC)

A request for an EHC assessment involves consideration by the LA as to whether an EHC assessment of the pupil's special educational needs is necessary. The LA will review all the information submitted by the school, parent and all professionals and agencies working with the child. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet their needs is of a sufficient level as to require the LA to support the pupil's special educational provision through an Education, Health and Care Plan (EHC plan).

An EHC needs assessment will not always lead to an EHC plan. Where an EHC plan is deemed necessary it will include the following:

- the pupil's name, address and date of birth
- details of all the pupil's special needs
- an outline the key outcomes to be achieved
- the special educational provision necessary to meet the child's needs
- the type and name of the school where the provision is to be made
- details of any relevant non-educational needs of the child
- relevant information on non-educational provision

Annual Review of an EHC plan

All EHC plans must be reviewed at least annually with parents/carers, the pupil, the LA and all professionals involved, who will be asked to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. All professionals supporting the child are invited to attend the Review meeting and must submit reports two weeks prior to the meeting. The Annual Review will discuss the pupil's achievements and progress, support that has worked well for the child as well as any areas that have not been so successful and need to be improved or adapted. At the Review in Year 5, clear recommendations as to the type of provision the pupil will require at the secondary stage should be discussed. The SENCO of the receiving secondary school should be invited to attend the final Annual Review in primary school of a pupil with an EHCP.

Views of the child

Children with SEN are asked to give views about their support as part of the termly reviews of School Support Plans. These views are recorded on the Plan. Pupils who have an EHCP

complete a questionnaire about their views of school as part of the Annual Review meeting. Pupil's views are also included in the process of requesting an EHCP from the LA.

Parent/Carers Involvement

In depth and detailed information from parents and carers helps the school build a comprehensive picture of a child's needs. Parents/carers are seen as partners in the educational process – informative consultation and cooperation between school and home is vital for the child to make progress. All parents/carers are welcome to contact their child's class teacher and/or the SENCO if they have any concerns about their child or their special educational provision. Parents/carers are also strongly encouraged to keep in regular contact with the school regarding their child's progress by attending Parents Evening, Welcome Meetings and other information sessions provided by the school. The School Support Plan, termly grade sheets, school report and school website all contain information about how parents/carers can support their child's learning at home.

Parents/carers of any child identified with SEN may contact the Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) for independent support and advice (<http://www.bucksfamilyinfo.org>). The schools' SEN Information Report and our contribution to the Local Offer can be found online by visiting the school's website and the Bucks Family Information Service website.

Admission and Transition arrangements

The admission procedure of pupils with SEN is no different than that for other children. The school gathers as much information as possible about the child prior to entry to the school. This information comes from Year 3 staff meeting Year 2 staff of feeder Infant schools, the SENCO meeting the SENCO of infant schools and teachers observing Year 2 pupils in their Year 2 classroom before they transfer to junior school. The SENCO will also consult with SENCOs of secondary schools about the needs of transferring Year 6 pupils. Year Leaders and form tutors from secondary schools visit to meet Year 6 pupils. SEN passports are sometimes filled in for secondary schools – these contain information about the needs and provision of pupil with SEN who are moving on to secondary school. Pupils with SEN can make additional visits to their future secondary schools as part of the transition process. When children move up to their next class within our school the current teacher and the receiving teacher meet at the end of the summer term to share information about all pupils.

Access to Examinations

Some pupils with SEN may be able to qualify for additional provision during statutory examinations. If it is felt that a pupil would need additional arrangements to take an examination information is gathered by the Assessment Leader and an application submitted to the Examining Body who will then review the information and make a judgement. Adaptations to the examination process may include additional time to take the exam, the provision of a quiet room, the use of a reader or scribe or adapted materials.

Managing medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Pupils identified with SEN, who also have medical conditions, may have a statement or EHC plan which brings together health and social care needs as well as their special educational provision under the SEND Code of Practice (2014). Children with medical conditions have an Individual Health Care Plan which describes their medical needs and outlines any medications required.

Roles and Responsibilities

All members of staff are responsible for the teaching and well-being of pupils with SEN. All teachers are teachers of pupils with SEN. Roles and responsibilities with regard to SEN are designated in the following way:

Head teacher:

- To allocate roles and responsibilities to staff so that special needs are met
- To liaise with SENCO, staff, support services, parents/carers and pupils
- To report to governors on the needs of the SEN children in his/her care
- To delegate the organisation of review meetings to the SENCO
- To ensure that the needs of SEN children are met within the school

The Special Needs Co-ordinator (SENCO)

- The day to day management and operation of the school's SEN policy
- Coordinating with the Head teacher to manage the provision for pupils with SEN as part of the Senior Leadership Team
- Liaising with and advising class teachers and teaching assistants
- Overseeing and ensuring record keeping of all pupils with SEN is up-to-date
- Maintaining the SEN register so that it is up-to-date
- Overseeing the planning, delivery and assessment of provision made for pupils with SEN
- Liaising with parents/carers of pupils with SEN as appropriate
- Liaising with external agencies, professionals and other schools
- Contributing to INSET training
- Staff development and training related to SEN provision
- The organisation of Annual Reviews and termly reviews of School Support Plans

Teaching Staff

All teachers are teachers of pupils with SEN and have the responsibility of meeting the needs of each individual in their class.

.Responsibilities include:

- To use formative and summative assessments to set targets which are deliberately ambitious for all pupils, including pupils with SEN
- To plan lessons which address potential areas of difficulty and remove barriers to pupil achievement and provide learning experiences which are appropriate to the

needs of all pupils

- To use high quality and accurate formative assessment to identify the SEN of individual pupils in their class
- To discuss the pupil's needs with the pupil and their parents/carers and keep records of the agreed outcomes sought for the pupil and next steps
- To write and review a School Support Plan to describe, assess and review the SEN support provided for pupils within their class
- To ensure that School Support Plans are shared and reviewed with the parents and child three times a year
- To actively plan for TAs as appropriate to support pupils in their class
- To ensure that the Head teacher and other colleagues are aware of all pupils needs within their class
- To attend appropriate INSET and courses

Teaching Assistants:

Under the guidance of the class teacher:

- To carry out activities and learning programmes identified and planned by the class teacher and/or the SENCO
- To work closely with class teachers and specialist staff/outside agencies to plan and implement interventions
- To keep accurate records of this work as requested and liaise with teachers about the next steps
- To actively support children by working with individuals and small groups inside and outside of the classroom.
- To attend INSET and courses where appropriate
- To be fully aware of the school's SEN policy
- To liaise with the class teacher and SENCO regarding any concerns about pupils with SEN at the earliest opportunity

The Governing Body

The governing should ensure that the necessary provision is made for pupils with SEN, with due regard to the Code of Practice, when carrying out its duties. In cooperation with the Head teacher, they have responsibility for the school's general policy and approach to provision for pupils with SEN, including the allocation of resources.

Responsibilities also include:

- Annually publishing the schools' SEN Information Report with information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services.
- Ensure that pupils with special educational needs are included as far as possible in the activities of the school and with other pupils
- Consult with the LA and the governing bodies of other schools when appropriate in the interests of coordinated SEN provision
- Ensure that the teachers are aware of the importance of identifying and providing for pupils with SEN
- Regularly review the provision and progress made by pupils with SEN and report the

information at the governors' Teaching and Learning Committee meeting termly and at the full governing body meeting as appropriate

- Designate a teacher to be responsible for coordinating SEN provision (SENCO)

Safeguarding

The Head teacher is the designated teacher for Safeguarding

Allocation of resources

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 pupils with EHC Plans. The head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

Staff Training and Resources

All teachers and support staff are encouraged to participate in training to maintain and develop the quality of provision for all pupils. Appropriate training is provided for all staff to support the needs of pupils with SEN within our school. The SENCO oversees the SEN training needs of all staff. Specialist expertise is obtained by the school by working with external agencies. A record is kept by the SENCO of the training of staff on SEN issues.

Monitoring and Evaluating SEN Provision

The success of the school's SEN provision will be regularly reviewed in governor Teaching and Learning Committee meetings, and the SENCO/ SEN Governor will report annually the efficacy of the policy and the effectiveness of the provision.

Evaluation focuses on:

- How far the aims and objectives of the SEN Action plan have been met
- The impact SEN provision has had on the progress made by pupils with SEN
- The attainment of pupils with SEN

The evaluation process may include analysing progress data, carrying out learning walks, meeting with the SENCO and sampling of the views of staff, pupils and parents/carers. The findings of the evaluation are shared with the school's Governing body and the policy is revised and amended accordingly.

Arrangements for Complaints

Any complaints regarding SEN provision should initially be discussed with the class teacher or the SENCO. If a concern has not been addressed or has not been provided with a satisfactory answer, the issue should then be raised with the Head teacher. If this fails to resolve the complaint a group of governors, including the governor who has responsibility for the school's SEN provision, will hear the complaint with the Head teacher and SENCO. More information about the schools complaints procedure can be found on the school website.

Reviewing the Policy

This policy will be reviewed by governors on **an annual** basis.

Head teacher: Mr Andrew Sierant

Special Educational Needs Coordinator (SENCO): Miss Rebecca Wolfe (NASENDCo Award 2015)

Governor with responsibility for SEN: