



Believe. Achieve. Succeed Together.

Iver Village Junior School

Special Needs Policy 2017-2018

Article 28

Every child has the right to an education

Article 23

A child with a disability has the right to live a full and decent life – Government must do all they can to provide support

Written by: Mrs S Chapman-Allen

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Our Mission Statement:

At IVJS our vision is to create a secure and stimulating learning environment where all achievement is valued and celebrated. We set high standards of learning where children will be valued for their individuality, culture and heritage.

At IVJS our aim is to help all children to develop their knowledge, skills, qualities, attributes and attitudes in order to become life-long learners.

This policy is to clarify for all at The Iver Village Junior School:

Methods and procedures for ensuring good practice in Special Educational Needs (SEN)
Expectations of both staff and pupils in the teaching and learning of pupils with SEN

It is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014.
- SEND Code of Practice 0-25 (DFE/Draft 2015)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012

The Aim of SEN Provision:

All children have a right to fulfil their potential. In order to achieve this, a variety of methods may be adopted to remove any barriers to learning and further the child's progress. It is important for all children to feel part of the school community and their class. We operate many different types of support, including in class, small teaching groups and one-to-one sessions which enable all pupils to feel engaged with the curriculum, appropriate to their needs. In this way, all pupils feel included in the school.

What is SEN?

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 school age has a learning difficulty if they:

- 1) Have a significantly greater difficulty in learning than the majority of others of the same age;
or
- 2) 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

What is disabled?

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

There are 4 main categories of SEN:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Local Offer

The SEND Local Offer is a resource which is designed to support children with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Buckinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Objectives:

- Ensure all pupils have access to the full National Curriculum
- Ensure appropriate targets are set ('SMART')
- Advise and equip teachers to deliver a highly differentiated curriculum, matched to the needs of their pupils through professional development (and resources)
- Ensure accurate records are kept for each child with SEN which are passed between teachers and future schools
- Make appropriate provision to overcome barriers to learning
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- Create a school environment where pupils can contribute to their own learning

Role of the SENCO (Graduated Approach)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014.)

The graduated response is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's Individual Education Plan and provision map. This process will happen termly in line with the assessment and monitoring policy.

Identification:

- On entry to school, all children are assessed. This can be used to determine any Special Educational Need.
- Throughout the school, children are regularly assessed and targets set accordingly
Three times a year reading, writing and maths assessments take place – these inform us of how much progress the child has made in relation to the National Expectations.
- Standardised testing is used to provide a more detailed assessment in Reading, Writing and Numeracy where a concern is highlighted by the class teacher/assessments/InCo/parent
- Teachers monitor children's progress through marking their work and discuss any concerns over lack of progress or particular difficulties with the Inclusion Coordinator (InCo) as they arise.
- If any pupils are falling significantly below the expected academic achievement they will be closely monitored in order to assess their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupils progress
- The INCO may wish to observe the child in class
- For more detailed assessment of learning skills, the Inclusion Coordinator will conduct a 1-1 assessment using WRAT4 (Wide Range Achievement Test), BPVS (British Picture Vocabulary Scale), reading age, spelling age, vocabulary age or MALT Maths test.
- For Speech and Language Difficulties the InCo may refer pupils to the Speech and Language Therapy service for an assessment
- For fine and gross motor difficulties the InCo may refer pupils to the Occupational Therapy service for an assessment
- For behaviour, social or emotional difficulties the InCo may refer pupils to CAMHs (Child and Adolescent Mental Health Services) or PRU (Pupil Referral Unit) for support or the School Nurse.
- Parents evenings are used to monitor and assess the progress being made by children

Teachers are responsible and accountable for the progress and development of the pupils in their class, involving where pupils access support from Teacher Assistants or Specialist Staff (Code of Practice 2014)

Provision Maps

These are our way of mapping out how we support the needs of **all** our children. Our maps cater for all the children on our SEN list, register of concern, EAL and AG&T list.

Provision mapping ensures that the school can analyse the provision that is in place, evaluate the effectiveness of this provision and check we are meeting all the children's needs.

Allocation of resources:

Following the new SEN Code of Practice (2014) and the enactment of the Children and Families Bill (2014) children are allocated support depending on need. School can provide up to 13 ½ hours of support/provision for a child. This is categorised as follows:

SEN Support

Where it is determined that a pupil has SEN, parents will be advised of this and they will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. A child with SEN will then have an SEN Support Plan and or an IEP. These children require support additional to or different from that which the school is normally able to offer, for example, additional teacher time, physiotherapy, Speech and Language Therapy, Educational Psychologist input or Occupational Therapy.

High Needs Funding

This is where the LA has issued the school with further funding to support children with specific difficulties that require additional support that is over and above the standard teaching and learning available within the school/setting. This additional support is to enable the pupil's access to the curriculum.

Education, Health Care Plans

If a child has significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of needs are such that a multi-agency approach is needed to assess, plan and provide provision and identify appropriate resources.

An Education, health Care Plan of Special Needs, details specific areas of difficulties with an allocation of resources to meet these needs beyond what the school can offer. These must give quantifiable levels of support; that is, how many hours of specialist teacher or LSA time the child is to receive. This funding is directly received from the LA and allocated appropriately (school do pay for the first 13 ½ hours of support).

Individual Education Plans

These are a means of planning, recording and reviewing the individual targets set for pupils who have an Education, Health Care plan, SEN Support Plan or who are receiving additional support provided by the school. IEPs list the child's targets and the methods used to achieve each target. IEPs are reviewed every term and new targets written and future action taken.

Pupil Involvement

All pupils are aware of their targets as these are displayed in the classroom and regularly referred to. They may be displayed on the desks, in books or on the wall.

Pupils are asked to comment on the progress they have made with these targets.

Pupils are also encouraged to attend the parent consultation meetings; their views are gathered and they sign the parent form to show their attendance.

Where a child has an Education, Health Care plan or SEN Support Plan, in preparation for the Annual Review/meeting, pupils' views are gathered ready to share.

Pupils with an Education, Health Care Plan also attend all/part of their Annual Review meeting, where appropriate

Parental Involvement

Parents are always able to make an appointment to see either the class teacher or the InCo to discuss their child's SEN.

Parent Consultation Evenings are held twice a year with all parent's being invited.

The IEP/Support Plan is shared with the parent at parent's evening for them to comment on, add to and sign

Where a child has an Education, Health Care Plan, in preparation for the Annual Review, parents are asked for written feedback 8 weeks prior to the Review meeting.

Iver Village Junior School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

All teachers are teachers of pupils with special needs.

Professional Development:

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. This is achieved through:

- The InCo attending relevant courses
- Staff are supported by the InCo to meet the needs of SEN pupils in the class
- Staff are regularly updated on SEN Developments by the InCo
- Staff are offered training on specific needs as appropriate to the pupils in their class

Admissions:

No pupil will be discriminated against on the grounds of Special Educational Needs or Disability
All applicants will be considered fairly through observations of child, discussions with parents and other professionals working with the child.

Role of the Governing Body:

There is a Governor appointed to SEN with responsibility to:

- Inform the full Governing Body of current SEN practice in the school
- Liaise and be part of Policy writing

The Governing Body is responsible for:

Informing parents about SEN practice and policy

Having regard for the SEN Code of Practice (2014) and Part 3 of the Children and Families Act 2014.

Ensuring provision is inclusive

Confidentiality:

All staff should maintain appropriate levels of confidentiality at all times when working with children with SEN

Policy Date: September 2017

Review by: Sarah Chapman-Allen

APPENDIX A

The structure of SEN at our school:

In addition to the Code of Practice groupings – SEN Support Plan and Education, Health Care Plans – we keep a medical list of difficulties which staff are made aware of. For example, hearing impairment/ asthma/ allergies where targeting is not appropriate but ongoing differentiation/classroom layout considerations etc need to be recognised and known by all those involved with the child.

All class teachers have a copy of the Provision map for their class as well as any IEP's/EHCP's, these are kept in front of their planning folder.

All pupils with an Education Health Care Plan/Statement, have an SEN Support Plan or who are receiving additional support have their needs and targets recorded on an IEP (Individual Education Plan) which is kept in the yellow file. All staff members have access to this file, particularly learning support assistants (LSAs).

IEPs and the day to day operation of SEN is the responsibility of the class teacher, along with the parents, as they know the child in depth. LSAs and support teachers also play a vital role in the identification and delivery of SEN work. All are involved in the review of progress and setting of targets although ultimately it is the class teacher's responsibility.

When a teacher has a concern, this is discussed with the InCo (Inclusion Co-ordinator) and the appropriate action is put in place. This may be the InCo involving outside agencies or developing different curriculum ideas with the teacher.

Three times a year, IEPS are reviewed with parents at Parent's evening in the Autumn and Spring terms and new targets are set. They are reviewed a third time in the summer term to give the next teacher information on the next stages of progress.

The allocation of Support

Pupils with an Education Health Care Plan receive the hours of support outlined in their plan. Often this is delivered flexibly between LSA and class teacher time, individual and group teaching. It is not always appropriate for one child to receive 1-1 support for the majority of their lessons in order for them to learn independent work skills; sometimes 'distant' support is best. This also helps to include the child as a full member of the class rather than taught in isolation.

Children receiving SEN support receive additional time, at least twice a week to work on individual needs in a small group/1:1 setting either by the class teacher, LSA or INCo. Other pupils receive specialist support as required: Speech and Language Therapy, Physiotherapy, Hearing or Sight impairment support or Primary Resource Unit (PRU) are examples. In addition, most pupils will receive in class support at least twice a week from an LSA or class teacher. Nearly all Literacy and Numeracy lessons in our school have an LSA allocated to them so those small groups can be targeted.

Because we use a variety of small groupings children are made to feel included in their learning. There are 'booster groups' for children, who benefit from an extra push, special needs groups and setting for Numeracy.

APPENDIX B

Personnel Roles

InCo

Oversee the day to day management of SEN
Support teachers with IEPs, as needed
Monitor IEPs/ GEPs/ Provision Maps/Individual Provision Maps
Support teachers to deliver targets and a differentiated curriculum
Liaise with outside agencies
Liaise with Head Teacher about SEN issues
Allocate support with the Head Teacher
SEN training for staff
Organise the timetable, administration and running of Annual Reviews in discussion with the Head Teacher
Liaise with the LA regarding statements, placements and resources in discussion with the Head Teacher

Class Teachers

Responsible for all the children in class, is expected to alert parents and the InCo of any concerns they may have
Provide a differentiated curriculum designed to meet the needs of the pupils in their class
Consult and work with the InCo and other outside agencies to the benefit of the pupil
Co-ordinate and oversee the work of LSAs within their classroom, modelling effective support of children where necessary
Initiate, monitor and update the IEP (implementation done in collaboration with InCo and Support Staff)
Review a child's progress at parents evening and at other times as necessary

Learning Support Assistants (LSAs)

Work with class teachers to deliver programmes of support either to individuals or small groups
Consult with the InCo as appropriate on strategies and support programmes
Contribute towards the review of child's progress

Educational Psychologist

Liaise with the InCo to decide on priorities of need
Meet termly with the InCo to plan next term's work
Advise and support for teachers within the school
Report to Annual Reviews either with a written report or attendance as decided at Priorities meeting

Speech and Language Therapist

Liaise directly with class teachers

Any referral for Speech and Language Therapy is made by the InCo in collaboration with the Class teacher and parents. Children then are assessed in School and targets are set and monitored closely.

Governors

There is a Governor appointed directly to Special Needs. S/he meets with the InCo or a member of the Senior Leadership Team termly and receives an update on SEN within the school.