

PORTWAY JUNIOR SCHOOL

Policy for the Identification, Assessment and Provision for Children with Special Educational Needs and Disability

RATIONALE

The Governors and staff at Portway Junior School believe that every child matters. They should be valued, encouraged and accepted whatever their individual needs may be. Our objective is that with appropriate identification, planning, action and review, children with special educational needs should learn, develop and progress. Special needs provision will be delivered as a staged response in accordance with the 1996 Education Act and the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014).

The purposes of this policy are to:

- Enable early identification of children with SEND in order to ensure that their needs are met.
- Establish an entitlement of access to the whole National Curriculum for all pupils.
- Establish expectations for all teaching staff to provide adequately for children with SEND.
- Promote continuity and coherence of SEND provision across the school.
- Record the strategies used to meet the objectives outlined in the rationale.
- Record the strategies used to fulfil the expectations of the SEND Code of Practice.
- Establish an understanding of what we mean by 'Special Educational Needs and Disabilities'.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

We recognise that children with special educational needs and disabilities are those who:

- Have significantly greater difficulty in learning than the majority of children of the same age. (1981 Education Act)
- Have a disability which prevents them accessing curriculum in the same way as the majority of children of the same age (1981 Education Act)
- Have behavioural or emotional difficulties which prevent them from accessing the curriculum in the same way as the majority of children of the same age.

AIMS AND OBJECTIVES

- The school aims to ensure that all staff and governors are aware of the following:
 - ❖ their legal requirements that every child is entitled to a broad and balanced curriculum
 - ❖ their legal requirements to identify SEND children at the earliest possible time, assess, monitor and review progress.
 - ❖ the definition of special educational needs.
 - ❖ their roles and responsibilities in the identification, assessment, monitoring and reviewing of special educational needs.
 - ❖ The need to liaise with parents/carers (especially for 'looked after' children)
 - ❖ The policy for SEND and their involvement in its formulation and review.
- The school aims to ensure that SEND funding is managed effectively to meet special educational needs and that appropriate resources are available.

SEND AND THE CURRICULUM

Children with special educational needs will be given opportunities to access the National Curriculum by receiving quality first teaching by teachers:

- Providing appropriate differentiation
- Ensuring that planning provides clear objectives and high expectations
- Providing suitable learning challenges at an appropriate level
- Setting individual learning targets
- Following agreed behaviour support plans
- Ensuring equality of opportunity

TEACHING AND LEARNING

Children with special educational needs will be given opportunities to achieve as high a standard as possible. We will use a variety of strategies to give our children the fullest support. Quality first teaching will ensure:

- Teachers differentiate the curriculum where appropriate while continuing to provide challenge and high expectations.
- We will aim to provide an effective and stimulating environment that encourages independence and creativity
- When appropriate and available, additional support will improve the child's ability to access the curriculum
- Opportunities to work in small groups supported by an adult will encourage confidence, improve concentration, allow greater attention to task and create more opportunities for success.
- A secure and consistent framework of rewards and sanctions will be provided for all children in accordance with the school's behaviour policy.

The teaching and learning policy and assessment and reporting policy give further details of the school's tracking systems

We continue to invest considerable resources in providing regular training for all staff working with children with SEND.

ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

- The day to day operation of the SEND policy
- Liaising with and advising colleagues on SEND matters and responding to relevant changes in SEND policy both locally and nationally
- Meeting with teachers and senior managers to discuss SEND issues within each class.
- Regular meeting with 'Inclusion' team – Pastoral Support Worker, Inclusion Support Worker and Family Support Worker
- Maintaining the SEND register and keeping other SEND records up to date
- Ensuring that appropriate Individual Educational Plans (IEPs) are in place and being implemented
- Taking the lead in the assessment of strengths and weaknesses of children with special educational needs
- Liaising with parents
- Liaising with outside agencies
- Reporting to the Governing Body on SEND issues

- Monitoring SEND provision through observation and discussion
- Identifying the training needs of the school in terms of SEND development and addressing them in accordance with the School Improvement Plan
- Contribute to and arrange in-service training on SEND issues in order to meet the needs of the school and the professional development of staff.
- Updating resources to support children's learning
- The name of the Special Needs Co-ordinator is Mrs Evelyn Smith.

PASTORAL SUPPORT WORKER

- The school has a FEIPS (Framework for Enhanced Individual Pastoral Support) practitioner, who works under the direction of the SENCo, supporting vulnerable children during the mornings addressing their individual emotional issues.

INCLUSION SUPPORT WORKER

- The school has an Inclusion support worker who is involved in planning for pupils with a wide range of social and emotional issues. He supports staff by planning for and working with these pupils, monitoring their provision.

FAMILY SUPPORT WORKER

- The school has a Family Support Worker to support families in their own homes. She also offers a weekly informal 'Pop in' service and runs parenting classes. She also supports the monitoring of attendance.

NURTURE GROUP

- The school runs a nurture group, called Tortuga which runs within the school on four afternoons per week. This group is managed by the SENCo and is run by two Higher Level Teaching Assistants who have both attended the four day accredited training. They access regular support and advice provided by Hampshire Educational Psychology Service.
- The group helps to develop a child's social and emotional skills alongside their learning skills.
- It provides a safe and predictable structured environment for up to eight pupils, giving them opportunities to revisit missed early 'nurturing' experiences.
- Tortuga is run following the key principles and design of nurture developed by Majorie Boxall:
 - Children's learning is understood developmentally
 - The classroom offers a safe base
 - The importance of nurture for the development of self-esteem
 - Language is a vital means of communication
 - All behaviour is communication
 - The importance of transitions in children's lives

- Key staff complete 'Boxall Profiles' on children who are considered to have complex social, emotional and mental health needs. The curriculum is planned at an appropriate developmental level for each individual child. Children remain part of the group for between two and four terms, according to their assessed needs. Parents have regular communication with the staff in Tortuga and the staff meet regularly to plan and reflect on the group's progress. Children are set targets relating to their Boxall Profile which are then rewarded within Tortuga encouraging the link between the two settings.

AREAS OF SEND

A child may have needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Need

THE STAGED RESPONSE

Some children may have already been identified as having special educational needs or disabilities before joining our school. Information should be passed directly to the school from the previous school and the child's name placed on the school's SEN register as SEN support.

ADDITIONAL EDUCATIONAL NEEDS

Teachers may at any time express concern about a child's progress or development. Teachers will provide differentiated learning opportunities, additional support where possible and discuss their concerns with parents.

If this concern extends over time, relevant assessments will be made to inform which interventions would be appropriate, if any, and whether the child's name should be placed on the SEN Register.

SEND SUPPORT

The class teacher or SENCo identifies a child in need of SEN Support. Interventions are provided that are 'additional to and different from' those provided as part of the school's usual differentiated curriculum strategies.

- All relevant staff are involved in assessment, planning and reviewing provision and interventions
- A more detailed assessment is made of the child's needs and difficulties
- Child's name is placed on SEN Register
- Class teacher writes Individual Educational Plan (IEP) for those with complex needs
- The child's needs and plans for provision and intervention are shared and discussed with parents. Progress is discussed regularly with parents
- External specialist support and advice may be requested
- Review dates are set to discuss progress
- The Local Authority receives information relating to pupils with SEND through the termly census

STATUTORY ASSESSMENT

- The majority of children's needs should be met effectively within SEND Support

- Request for Statutory Assessment will be submitted to the Local Authority if the child given significant cause for concern over time
- Statutory Assessment will not always lead to an Education Health Care Plan
- There is a time limit of 20 weeks for the Local Authority to make assessments and decisions regarding an Education Health Care Plan
- The school will ensure that parents/carers are supported through this process and that they are given comprehensive information

EDUCATION HEALTH CARE PLAN

The Local Authority may decide that the degree and nature of the child's difficulties and the nature of provision necessary to meet the child's special educational needs. If it is of a level that requires provision through an Education Health Care Plan (EHCP), this EHCP will include:

- A description of the child's needs
- The main educational and developmental long-term objectives to be achieved by the special educational provision over the life of the EHCP
- The special educational provision that is appropriate for the child's learning difficulties
- Identification of appropriate facilities and equipment as well as staffing arrangements and curriculum
- Appropriate modifications/exclusions to the application of the National Curriculum
- If residential accommodation is required
- Monitoring arrangements including an annual review date
- Parents are able to state a preference relating to placement which they feel can best meet the identified needs
- A school deemed appropriate for the child is named
- Any non-educational needs of the child and how these can be provided

THE ANNUAL REVIEW

- All EHCPs must be reviewed at least annually
- The annual review meeting is held to assess the child's progress against the objectives specified in the EHCP. Information is collated and recorded having being gathered from all involved with the child. Special provision is reviewed and new targets set.
- The Headteacher delegates responsibility for convening the annual review meeting to the SENCo
- The following will be invited to the meeting and to contribute a written report if appropriate
 - Parents/carers
 - LA representative
 - Relevant school staff
 - Relevant outside agencies
 - School representative where a transfer to a new school is planned
- Following the meeting the annual review report will be submitted to the Local Authority; a copy is sent to all those invited to the meeting
- The Local Authority will review the EHCP in light of the review and either amend or cease to maintain the EHCP

‘DIFFERENT FROM’ AND ‘ADDITIONAL TO’ PLANNING:

All children on the SEN register require adapted planning for some/all lessons. This support is different from and additional to the needs of the rest of the class. Class teachers plan for these specific needs individually but within the weekly plans for English, Maths and foundation subjects.

TRANSITION

An Inclusion Partnership Agreement (IPA) will be held to plan for transition if felt appropriate.

CHILD PROTECTION

All appropriate steps are taken to safeguard the needs of all pupils as set out in the school's Child Protection and Safeguarding Policies.

WORKING IN PARTNERSHIP WITH PARENTS AND CHILDREN

The school recognises the importance of good relationships with parents to support the child's educational progress and effectiveness of school based SEN provision. Parents must be informed if special educational needs provision is being made for their child. They are consulted and informed about their child's progress in school. Parents are invited to reviews and their views are sought. If appropriate, the child's views are taken into account.

It is essential that all professionals, school, LA and other agencies, actively seek to work with parents and value the contribution that they make. Parents can also access support from the LA's Parent Partnership Service.

The school's SEN information report is on the school website and provides parents with a comprehensive overview of the SEN provision available within the school.

PERFORMANCE INDICATORS

- Progress is closely tracked through on the schools tracking system and through regular reviews at pupil progress meetings
- Early identification of need and subsequent programmes put in place
- Use of Boxall profile for Social and Emotional development
- Use of a range of assessments to monitor progress in planned interventions including Dyslexia Screening Test, Language Link, Vernon Spelling Test and Salford Reading Test.
- Regular communication with SEN Governor

MONITORING ARRANGEMENTS

SENCo meets regularly with Headteacher and senior staff to keep them informed with matters relating to SEN

EVALUATION

February 2017

We believe that successful implementation of this SEN Policy will ensure:

- Early identification of children with special educational needs
- Appropriate support for children with special educational needs
- Children with SEN will be included in all areas of school life
- Some children with SEN will make sufficient progress and will therefore be removed from SEN register
- Children with significant SEN will receive appropriate support from other agencies and the LA
- Support and information for the parents of children with SEN
- Tracking and assessment procedures will be used efficiently to monitor and measure the progress of SEN children

COMPLAINTS

Our aim is to offer your child the highest quality of educational experience.

From time to time there may be a breakdown in communication resulting in misunderstandings or complaints. In the first instance please refer to the class teacher. Further advice may be sought from the SENCo. The Headteacher or Deputy Headteacher may need to be included.

Should you have a complaint about curriculum matters please refer them in the first instance to the Headteacher (as stated in section 23 of the Education Reform Act 1988).

Any parent who is still not satisfied should contact the Chair of Governors via the school office.

The SEN Policy will be reviewed and evaluated annually to monitor and assess its effective implementation

APPENDIX 1

RELATED DOCUMENTS

- Behaviour and Anti-Bullying Policy
- Assessment Policy
- Admissions Policy
- School Budget
- School Improvement Plan
- National Curriculum – curriculum policies
- SEND Code of Practice 2014
- Excellence for all Children – meeting Special Educational Needs – Green Paper Oct 1997
- Inclusive Schooling – Children with SEN Nov 2001
- SEN and Disability Act 2001
- National Standards for SEN Co-ordinators 1998
- Policy of Inclusive Schooling July 2002
- Disability Discrimination Act 1995 and Disability and the Equality Act 2010
- Hampshire County Council Special Educational Needs (SEN) Policy 2009
- Hampshire Special Educational Needs Criteria
- Every Child Matters – Children Act 2004