

# Rokesly Junior School Special Educational Needs and Disability Policy



Ratified :

Autumn 2019

Review Date:

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Persons Responsible for Review: Inclusion Manager

## **Rokesly Junior School SEN Policy**

### **Vision**

At Rokesly we aim to create a culture where children learn to respect one another; to value individual differences and appreciate individual needs. We work hard to ensure that everyone is included and that everyone feels safe and secure.

As a whole school, we aim to provide an environment that is purposeful, creative and dynamic; a place where children develop a thirst for learning that will stay with them throughout their lives. We want children to develop into resourceful, independent learners who are equipped with all the skills they need to succeed in the modern world. We see the acquisition of technological skills as a fundamental part of this.

We want all of our pupils to be able to make a positive contribution to the school community and we also provide them with opportunities and encouragement to contribute to the wider community so that this may lay the foundation for them to become responsible global citizens of the future.

We aim for our school to be a place where individual strengths are developed so that children can make outstanding achievements which will collectively result in Rokesly becoming an outstanding school.

**Our goal at Rokesly Junior School is to provide an inclusive environment. Children with SEN are welcomed and integrated into the school community.**

### **Definition of SEN in the Special Educational Needs Code of Practice**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

### **Aims**

At Rokesly Junior School, we believe that each child has individual and unique needs. However, some children require more support than others. If these children are to reach their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs at some time in their school career. Many of these children may require help throughout their time in school, whilst others may need a little extra support for a period to help overcome more short term needs. Rokesly Juniors aims to provide all children with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular we aim:

- To enable every child to experience success
- To promote individual confidence and a positive attitude

- To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- To give children with SEN equal opportunities to take part in all aspects of the school's provision, as far as it is appropriate
- To identify, assess, record and regularly review children's progress and needs
- To involve parents/carers in planning and supporting at all stages of their child's development
- To work collaboratively with parents, other professionals and support services
- To ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 (Jan 2015) it has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Special Educational Needs and Disability Code of Practice 0 – 25 (Jan 2015)
- Schools Special Educational Needs Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy

### **Roles and Responsibilities**

Provision for children with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for children with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The Governing Body in co-operation with the headteacher, have a legal responsibility for determining the policy and provision for children with special educational needs and disability. Governors must ensure that:

- A SEND governor is identified
- The necessary provision is made for any children with SEN
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- They are fully informed about SEN issues
- They are involved in the development and monitoring of the school's SEN policy and that the school as a whole will also be involved in its development
- The quality of SEN provision is regularly monitored

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for children with special educational needs and disability

- Keeping the governing body informed about SEN issues
- Working closely with the Inclusion Manager
- The deployment of all SEN staff within the school
- Monitoring and reporting to the governors about the implementation of the SEN policy and the effects of inclusion policies on the school as a whole

The **Inclusion Manager** is responsible for

- Overseeing the day to day operation of the whole school SEN policy
- Co-ordinating the provision for children with special educational needs and disability
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify children with special educational needs
- Supporting class teachers in devising strategies appropriate to the needs of the children
- Liaising closely with parent/carers of children with SEN so that they are involved in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parent/carers
- Maintaining the school's SEN register and SEN records
- Assisting in the monitoring and evaluation of progress of children with SEND through the use of school assessment information
- Contributing to the in-service training of staff
- Managing Teaching Assistants
- Liaising with the infant school SENCo and SENCos from secondary schools to help provide a smooth transition from one school to the other
- Regular liaison with the Infant School SENCo regarding policy and practice

**Class teachers** are responsible for:

- Including children with SEN in the classroom and for providing an appropriately differentiated curriculum
- Raising concerns about pupils with the Inclusion Manager
- Devising strategies appropriate to the needs of the children
- Deploying available support staff effectively within the classroom in order to maximise their impact on pupil attainment and progress
- Reviewing progress with parents/carers for children with special educational needs and disability
- Making themselves aware of the school SEN policy and procedures for identification, monitoring and supporting children with SEN

### **Identification of SEN**

A child's special educational needs may be identified in a number of ways such as:

- through the admission interview process

- expression of a parental concern
- records received from a previous setting
- teacher or support staff concern
- observations or assessments
- analysis of data/pupil progress

### Categories of Special Educational Need and Disability

The SEN Code of Practice recognises four broad categories of need:

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

Haringey subdivides these into eight categories of need:

Code of Practice	Categories
<b>Communication and Interaction</b>	Language Autistic Spectrum Disorder (ASD)
<b>Cognition and Learning</b>	Learning Specific Learning Difficulties e.g. Dyslexia
<b>Social, Emotional and Mental Health Difficulties</b>	Emotional Behavioural Disorders (EBD)
<b>Sensory and /or Physical Needs</b>	Hearing Visual Physical

### Operating the Code of Practice

Before placing a child on the SEN register careful consideration is taken into:

- What in particular is the child having difficulty with?
- What are the possible reasons for this difficulty?
- Does their area of need fall into one of the four categories mentioned above?
- How has the class teacher tried to meet these needs through quality first teaching?

After observations, assessments and a discussion between class staff, the Inclusion Manager and parents/carers a decision is made about whether to place the child on the SEN register.

The key feature of the SEN process is the graduated response. Within the graduated response is the Assess, Plan, Do, Review cycle.

### Assess – Plan – Do – Review Cycle:

#### Assess

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist

staff. Children's needs should be met by high quality teaching in the classroom in the first instance. For those children making less than adequate progress or who appear to have barriers to any aspect of learning despite high quality personalised teaching, the class teacher will complete an initial concern form outlining what work has been done to support the child, the adjustments and personalised teaching that are in place and discuss the child with the Inclusion Manager.

Following observation and initial assessment, changes may be made to the teaching approach, strategies and progress will be noted and a decision made either:

- To continue with successful differentiation and classroom strategies while monitoring and tracking progress – or
- To move on to SEN Support

### **Plan**

Where it is decided to provide a child with SEN Support, the parents must be notified. Decisions regarding the intervention and support to be put in place should be focus on what is additional or different, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class teacher should remain responsible for working with the child. Where interventions involve group or one to one teaching away from the main class, they should still retain responsibility for the child, working closely with any other staff involved, to plan and assess the impact of their interventions. The Inclusion Manager should provide support in further assessment, problem solving and advice on effective implementation of support.

### **Review**

The effectiveness of the support and the impact on the child's progress should be reviewed with the agreed date. The class teacher, working with the Inclusion Manager should revise the support in light of the child's progress and development, deciding on any changes to support the revised outcomes in consultation with the parent and child.

The school will provide an annual report for parents/carers on all pupils. Where a pupil is receiving SEN Support staff will meet with parents termly in line with the normal cycle of parent consultations. For pupils receiving SEN Support these meetings should allow time to discuss support provided, planned impact, progress towards planned impact, pupil's views, parent/carer's views, concerns and aspirations.

### **Statutory Assessment of Educational, Health and Care Needs**

The majority of pupils with special educational needs will have their needs met within the school at SEN Support. However, where the pupil has a higher level of need the school will draw on more specialised assessments from external agencies and professionals and implement the recommended adaptations and interventions. The school will make a request for a statutory assessment of Educational, Health and Care Needs, in consultation with parents. The school will be required to submit evidence about a child's needs and the support strategies that are in place to meet them.

## **Educational, Health and Care Plan (EHC)**

An Education, Health and Care needs assessment is a legal procedure.

The local authority must conduct an assessment of education, health and care needs and prepare an Educational, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the pupil through an EHC Plan. This is likely to be where the special educational provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to the mainstream school.

The plan will remain with the child throughout their schooling and entry to adulthood, regularly updated to reflect developments. It is an outcome driven document which ensures provision is implemented to facilitate progress towards agreed goals.

### **Annual Review**

Where a pupil has an Education, Health and Care Plan the school will hold an annual review in line with the SEN Code of Practice. The meeting will be a person centred review where the pupil, parents/carers and professionals are all fully consulted.

### **Supporting pupils and families.**

At Rokesly Junior School we strive to maintain strong partnerships with parents and carers. During the special needs process, we keep parents fully informed and involved. We encourage parents to make an active contribution to their child's education. We inform parents of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with Special Educational Needs. Staff have close contact with parents/carers at the beginning and end of the day and are always willing to discuss any queries and concerns.

### **Supporting pupils with medical conditions**

At Rokesly Junior School, we recognise that pupils 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 also have special educational needs and may have an EHCP which brings together health and social care needs as well as their special educational provision. Children with more complex medical conditions have a care plan which is accessible to all professionals working with the child and which is written in partnership with their parent/carer. This is a detailed report which includes a photograph of the child, what their condition is, how the condition is managed and any medication the child needs to take.

### **Arrangements for complaints**

It is our aim to work as closely as possible with parents and carers and if they are concerned in any way about any aspect of their child's education they are always welcome to approach the school.

Should parents/carers be unhappy with any aspect of provision they should discuss the issue with the class teacher in the first instance. Anyone who feels unable to talk to the teacher or is not satisfied with their response should speak with the Inclusion Manager.

In the event of a formal complaint parents are advised to contact the headteacher.

### **Links with other schools and transfer arrangements**

- SEN records are transferred to the new school
- Transition plan put in place, if necessary, for transfer from the Infant school and to secondary school
- For children with an EHCP the annual review is held in the Spring term of Year 6 and the secondary school Inclusion Leader/SENCo is invited to attend.

### **Equal Opportunities**

At Rokesly Junior School we are committed to providing an education and ethos that positively promotes equality of opportunity and achievement for all our children.

The governors and school staff are committed to removing any barriers, which would impede learning, development, continuity and participation in our school. We oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, gender, sexual orientation, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified.