
Special Educational Needs and Disabilities Policy

Ardleigh Green
Junior School

September 2017



All our pupils have the right to an education, which is appropriate to their individual needs. As far as possible therefore it is our aim to provide learning experiences that are differentiated to take account of the needs and attainments of each pupil. In doing this we aim to minimise the difficulties that pupils will experience. Despite our efforts, some children will experience significantly greater difficulty than others and these pupils will need extra consideration and provision. We recognise the need to identify and actively cater for these children at all levels and aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* – We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* – We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* – We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;



- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

It is important that **all** children at Ardleigh Green are given the opportunity to work as far and as fast as their potential will allow.

Our mission statement; Working Together, Learning Together and Growing Together recognises the importance of working in close partnership with parents, staff, governors and outside agencies.

ROLES AND RESPONSIBILITIES

The Head teacher in conjunction with the Governing Body is responsible for ensuring that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs. Mrs Johnson, in consultation with the Head teacher has responsibility for overseeing the day-to-day provision for SEN within the school. Regular meetings take place with individual staff and year groups to discuss specific children. In addition regular meetings take place with the infant feeder school Senco, More Able Child Co-ordinator and class teachers to discuss all children on transfer. While recognising that the able child is not included in the actual Code of Practice we consider that their needs should also be recognised and considered, as set out in our policy for the More Able Child.

Mrs J Johnson is our Special Educational Needs and Inclusion Manager, is also is responsible for more able provision throughout the school. Mrs Johnson co-ordinates the identification of those children with special educational needs (less and more able) and the provision being made for them in school. In this capacity Mrs Johnson liaises closely with our Infant feeder school and the secondary schools to which our children transfer.

The Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources to fulfil the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEN governor or committee of governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.



The Head Teacher has overall responsibility for the day to day management of SEN provision and the Accessibility Plan. He will work closely with the school's SEN coordinator (SENCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. He will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of his/her duties.

The Special Educational Needs Co-ordinator/ Inclusion Manager

NAME: Mrs Janelle Johnson

“The SENCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENCo will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.”

Mrs Johnson renewed her National SEN accreditation in 2015.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person

Name: John Morris OBE Headteacher

The LA have been informed that, when they conclude that a pupil at the school requires a statement of special educational needs, they should inform the above who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

Admission arrangements

All children regardless of SEN are admitted at the age of 7 in line with LA Policy. Specific medical problems are reported to the school by the parents who are required to complete a medical questionnaire at the beginning of the Autumn Term. Detailed records for all children are received from the Infant feeder school at the end of the Summer Term.

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.



IDENTIFICATION

The school recognised the importance of early identification whether more or less able and the assessment and provision for any child with SEND.

In addition to the initial information listed below the school will employ further screening where appropriate.

Initial information required:

1. National Curriculum Assessments
2. Individual Records
3. Reading Test Results
4. Class Teacher's and parents observations
5. Consultation with previous Class teacher/Senco/Support Teacher
6. Information from outside agencies
7. Outcomes of school based and standardised assessments
8. Liaison with, and information from, our feeder schools.

ASSESSMENT AND TESTING

The Salford Reading Test is used along with the NFER Group Reading Test to assess reading each term. Optional Reading Comprehension and Levelled Maths tests are used termly to inform teacher assessment. The APP Grid is used to assess writing throughout the year.

When a child with learning difficulties is referred to the Senco an initial screening check list, based on early years literacy and numeracy targets together with name and address, days of the week etc, is used and if further action is required an individual profile sheet is begun.

If further or specific difficulties are highlighted at this stage or later further diagnostic tests are administered.

The Neale Analysis, in year three, later repeated if required.
Quest

- * The Macmillan Screening Test (for Mathematics)
- * BPVS
- * WISC

* (These tests are administered by outside support agencies)



AIMS AND OBJECTIVES

Aims

- Early identification of those children requiring extra help and support.
- Inform and involve parents/carers.
- To involve class teachers in the assessment and management of programmes of work and help them understand their responsibilities.
- Attention to be paid to improve the child's self-esteem and minimise any sense of feeling/being different from his/her peers.
- To be aware of talents that are not necessarily of an academic nature.
- Initiate an individual staged programme of work, to be monitored and updated regularly.
- Ensure all children have access to the National Curriculum while receiving an education appropriate to their needs.
- To take into account, where appropriate, the ascertainable wishes of each child concerned, in order to provide more effectively for him/her. To be concerned for the whole child – socially, spiritually, physically and intellectually.
- To enable children to develop specific skills and talents through extra-curricular activities.
- To ensure that all children are working on the appropriate national curriculum level for their ability.

Objectives

- Encourage and enable active involvement by the Class teacher
- Each teacher to provide differentiation within class work when necessary.
- Provide, at least annually, standardised tests in addition to the National Curriculum, in order to ensure correct identification of SEND. This is in addition to class teacher's ongoing assessment.
- Ensure regular assessment, monitoring and review procedures are in place.
- Regular and positive interaction with parents/carers developing a closer relationship.
- Encourage liaison between class teachers to ensure continuity year by year plus key stages.
- Provide easy access to extra resources to help with support and extension work.
- Ensure spelling is systematically taught throughout the school.

CRITERIA FOR SUCCESS

Support and commitment of the staff in implementing the Special Needs and Disability Policy Document

- In being very clear about the appropriate learning objectives and tasks to best meet each child's needs.
- In being systematic and consistent in the implementation, monitoring and recording of SEND.
- In breaking down and making teaching points explicit and expectations very clear at all times.
- In keeping the parents informed of successes, however small. There will be regular review meetings for all children receiving extra support, at least three times a year, with parents and children present whenever possible.



Support and commitment of parents

- Confidence that the schools SEND policy is in place.
- That they have a positive role to play in supporting the child and the school.
- That channels of communication are always valued and open to them.

The Child

- Feels positive about having support
- Is aware of their own shortcomings, but strengths are valued and *seen* to be valued.
- Has targets set so that success can be achieved.
- Feels more in control of their own learning.

Closing the audit loop

- Identifying the problem.
- Assessing the severity of the problems.
- Determining the optimum intervention.
- Checking that the intervention is achieving the desired effect i.e. ensuring that children reach their full potential.

School Procedures

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEND Support)

SEND Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEN Support is the collection of all known information about the pupil and that those in regular contact with the pupil should attempt to deal with the concerns raised. When a teacher, or SENCo identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
 - persistent emotional difficulties which continue despite management techniques generally used in the school



- has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.
3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
 4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
 5. The SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
 6. The SENCo will facilitate the collection of all available information about the pupil. Information will be collected from;
 - within the school
 - progress tracking information
 - parents/carers and the pupil.
 7. The class teacher, working the SENCo should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Plan.
 8. The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering the Individual Plan (IP).
 9. All staff will be involved in providing further help to pupils
 10. The IEP will be reviewed on a termly basis.
 11. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IPs will reflect strategies to meet their needs and show a graduated response to those needs.
 12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCo in consultation with teaching staff, parents and pupil.
 13. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
 14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
 15. If the pupil or young person:
 - continues to make little or no progress in specific areas over a long period of time
 - continues working at National Curriculum levels substantially below that expected of pupils of a similar age
 - continues to have difficulty in developing literacy and numeracy skills



- has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme
- has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
- is receiving at least £6,000 of support and any pupil premium to which they are entitled then a statutory assessment may be sought from the Local Authority

School Request for a Statutory Assessment

The SENCo will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
 - views of the parent and child
 - involvement of other professionals
 - involvement of the social services or education welfare services
 - pupil attendance details
 - recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan (EHCP)

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

1. The Head Teacher/SENCo will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.



3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher/SENCo will seek;
 - written advice from parents and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are;
 - the pupil's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA
 - the pupil
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, the receiving SENCo.
6. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan (EHCP) if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all youngsters with EHCPs will be decided by February 15th. Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCo or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

CONFIDENTIALITY

In view of the sensitive nature of the information contained within the IP forms and pupil individual profiles, all paperwork should be filed and the confidentiality of all paperwork should be respected. This is to be kept in files in classrooms, copies held by SENCO.

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:



1. They will benefit from some intensive individual work on a cross curricular skill
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEN and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website www.havering.gov.uk/pips. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

In-Service Training/Staff Development

In line with school policy all staff are entitled and encouraged to attend SEND courses appropriate to their needs. The SENCO attends termly meetings organised by the LA. Our classroom assistants attend regular training sessions appropriate to individual and whole school needs. This is in addition to school based Inset.



Infant School Transfer

In addition to a meeting between the SENCO and infant school SENCO prior to transfer, Year 2 and 3 staff also meet towards the end of the summer term, to discuss all children who will be moving to the Junior School. The opportunity is taken, together with the SENCOs, to also talk in detail about those children experiencing difficulties. If required, further meetings are arranged. Staff also meet informally once the transfer has taken place, to discuss any problems which may crop up during the following months.

Secondary School Transfer

All children have detailed records, which are passed on to secondary school on transfer. The needs of children with SEND are discussed on an individual basis with the secondary liaison teacher's prior to transfer. In some cases, for vulnerable children, person centred reviews will take place.

Complaints Procedure

As a requirement of the Education Reform Act the school has a set procedure, which specifies how complaints should be dealt with. When a complaint in relation to Special Educational Needs is received it should be dealt with in the first instance by the Head teacher as is the established practice in school. In the rare instance that the matter cannot be resolved informally then the stage is for it to be considered by the Governing Body as a formal complaint. A copy of the complaints procedure is available in the school office.

Disabled Access the to school building

The school has wheelchair ramps in place and special toilets.

Outside Agencies

The Head Teacher, or a person nominated by the Head Teacher which could be the SENCO/INCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff has relevant training and there are procedures in place to support pupils.

Resources for children with Special Educational Needs

The School has a special needs resource room, which contains support material to which all teachers have access. A detailed inventory of all support material is available to all staff. To ensure progression and continuity advice on the use of resources should be obtained from SENCO/support teacher or support assistants.

There is an annual budget for the purchase of SEN resources and the resources are reviewed and updated regularly.



Monitoring and Evaluation

Provision for SEND is monitored on a regular basis in consultation with all staff. This includes discussion regarding IEPs, teaching support with classroom and feedback from subject leaders. The SEND Governor feeds back to the full Governing Body on a termly basis.

SEN Information Report

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory