



Kents Hill Junior School
Academy Status

Kents Hill Junior School – Special Educational Needs & Disability Policy

‘Teachers and support staff are passionate about learning and have the highest of aspirations for all our pupils.’

General Policy Statement

This policy reflects the values and philosophy of Kent Hill Junior School in relation to children who have special educational needs. All children are entitled to a broad and balanced curriculum relevant to their needs. Each child should have the opportunity to develop and realise their true potential. At Kents Hill Junior School staff, governors and parents are committed to the principle of equal opportunity, and aim to encourage the development of each child, meeting his individual needs by matching them to the curriculum.

The SENCO at Kents Hill Junior School can be contacted via the school office on 01268 792133.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan. 2015)
- Schools SEN Information Report Regulations (2014)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice 2014).

Definitions of Special Educational Needs (SEND) taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEND 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 or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the

same age;

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plans.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, but still 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. *With reference to the term: Child or young person. This policy will refer to 'children or young person' as pupil or child.*

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (May 2014)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2013)

This policy was created by the SENCO in liaison with the SEND governor, Senior Management Team, Local Authority Specialist Teacher, all staff and parents/carers of pupils with SEND.

Aims

'Every Teacher is a Teacher of SEND'.

To provide a caring environment within which pupils have access to a broad and balanced curriculum in order to learn and develop to their full potential within all aspects of school life.

To work together to ensure that children with Special Educational Needs are identified early to provide the help necessary for them to achieve success and raise their self-esteem.

- To provide equal access to the New National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.

- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEN.
- To inaugurate the portrait of a learner file for Essex County Council to aid more in depth knowledge of individuals and their needs.

Objectives

For staff members to seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services, or Key Stage One settings, prior to the pupil's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCO.

To monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum 2014. This will be co-ordinated by the SENCO and the senior management team. It will be carefully monitored and regularly reviewed in order to ensure that individual outcomes are being met and all pupils' needs are catered for.

To work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

To work with outside agencies when the pupils' needs cannot be met by the school alone. Kents Hill Junior School receives further support from a range of outside agencies including: Education Psychology Service, Specialist Teacher Service, BATIC Counselling Service, Speech and Language Therapy, and Emotional wellbeing and mental health services (EWMHS). Advice from a range of outside agencies is sought in relation to a pupils individual needs.

To create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil

participation is promoted across the school. The class teacher helps to build a sense of belonging, respect and value.

To provide CPD for all staff to improve understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Identification and Monitoring

A Special Educational Needs Register is updated and monitored termly by the SENCO and the Inclusion Manager. In order to identify children with SEN throughout the school a range of measures are undertaken;

- Liaison with Key Stage One providers/E.P for Year Three children
- Discussion with the range of adults involved with a particular child specifically the class teacher and LSAs
- Observation by teaching staff, LSAs, club leaders etc.
- Analysis of whole school assessment data as part of the school assessment cycle
- Evidence of pupil work or performance
- Discussion with parents
- Initially, a range of low level interventions are employed (increased time 1:1 reading, additional LSA support for numeracy, play leader focus etc.) for a
- specified period to help monitor progress in identified areas to assess if longer term provision is needed.

If longer term provision is needed, a child is entered on the Special Educational Needs Support register. There are a range of interventions available across all areas of need, some taking place in the classroom, some in small groups which are withdrawn from the class – as appropriate to the needs of the intervention and the needs of the children.

Interventions are reviewed termly generating provision maps which are collaborative documents between the staff, children and parents.

The role of the Special Educational Needs Coordinator

The Special Educational Needs Coordinator is supported by the Inclusion Manager. The SEN team works closely with the Headteacher, Senior Leadership Team and class teachers to help determine the strategic development of the Special Needs policy and provision.

The SENCo is responsible for ensuring compliance to the Code of Practice by:

- Overseeing the day-to-day operation of the school's SEND policy.
- Keeping the Special Educational Needs (SEN) register up to date.

- Liaising with and advising fellow teachers and teaching assistants.
- Coordinating the support of Learning Support Assistants and managing the team.
- Teaching, assessing and monitoring individuals and groups of children with SEND.
- Overseeing the records of all pupils with SEND.
- Arranging and holding review meetings of children with Additional School Interventions.
- Arranging and holding annual review meetings for children with High Needs Interventions.
- Liaising with parents of children with SEND.
- Liaising with external agencies.
- Contributing to the in-service training of staff.
- Liaising with the school governor responsible for SEND.
- Liaising with Infant and Secondary feeder schools.
- Attending Governor meetings to update the governing body on the provision, achievement and attainment of children with SEN.
- Monitoring the effectiveness of teaching styles and support programmes that are in place throughout the school.
- Helping to identify specific problems and needs of individual children using Target Tracker/teacher assessment/classroom observations and scrutinising samples of children's work.

Role of the Staff

- To have regard for the Code of Practice and follow the Essex Provision Guidance Toolkit.
- To provide support to ensure that the targets listed in the child's One Plan or EHCP are met and can be achieved within the classroom.
- To ensure that children with special educational needs are fully integrated within their class by varying teaching styles and differentiating the curriculum.

- To work together with parents.
- To identify pupils needing additional support.
- To provide materials and resources which will help individual children consolidate and practise the skills they need.
- To incorporate the children's individual targets into the lesson plans.
- To consider the most appropriate ways of supporting pupils with SEN.
- To inform the pupils of any progress they have made towards their individual targets.
- To liaise with the SENCO regarding SEND children or areas of concern.

Role of the SEND Governor

In relation to SEND, the Governing Body should ensure that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up to date and knowledgeable about the school's SEND provision, including how
- funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the school development plan.
- The quality of SEND provision is continually monitored and reviewed.

Role of Parents/Carers

Parents and Carers should

- Agree to help their child at home with the targets specified in their child's One Plan or EHCP document.
- Attend review meetings/consultation evenings.
- Offer support and encouragement to their child.
- Ensure regular attendance.
- Support the child with any homework that may have been set.

- Ensure that the child wears glasses or uses other aides for learning if appropriate or is equipped with other resources necessary for progress in school.
- Inform the class teacher/SENCO with all relevant information about issues that may be impeding the progress of the child.
- Take care of the child's physical needs: sufficient sleep, diet, clothing, health checks and so on.

See Essex County Council SEND Local Offer. A link to this can be found on The Kents Hill Junior School website.

See <http://www.kentshilljuniorschool.co.uk/home> for the school's SEND Information Report.

Role and Needs of the Pupil

All pupils on the SEND register should:

- Be offered all possible support to achieve their targets, through differentiation of the curriculum and the provision of appropriate resources and teaching strategies to cater for individual needs.
- Be involved in the setting of their targets.
- Contribute views and opinions at review meetings.
- Have the benefit of extra support from an LSA if available and appropriate.
- Accept some responsibility if the One Plan or EHCP targets are not achieved.
- Be praised and rewarded as they make progress, however small, towards their targets.
- Know how to, and feel confident to, ask for help if and when it is needed.

Admission Arrangements

In addition to the admission arrangements outlined in the general school policy, the following procedure will operate for children on the SEND register. Where children entering the school have already been identified as having SEND, the SENCO will collate and summarise all the information which is sent from other sources, inform all staff and ensure that a similar level of support and targets are continued. If this is not available, the SENCO will attempt to contact appropriate sources and gather information from the parents. In consultation with the class teacher an action plan will be drawn up involving assessments, the devising of a One Plan, allocation of resources and the following of the Essex Stages of Assessment procedure.

Transition Arrangements

The SENCO is invited to summer term reviews of Year 2 pupils with One Plans. The Year 3 teaching team and SENCO, liaise with the Year 2 teachers prior to transfer. All year 2 pupils have shared play and assemblies each term and a taster morning in the Juniors and any child with particular concerns is encouraged to have several visits prior to transfer. The SENCO attends the Year 3 parent induction evening in the summer term alongside the Year 3 team and Head Teacher, to introduce herself and let parents know of her role and availability. All pupil records are passed to the SENCO.

The SENCO invites the SENCO from King John and Appleton to discuss One Plans for Year 6 pupils in the summer term before transfer to Secondary Schools. They also attend statement transition reviews in the autumn term of Year 6. All year 6 pupils have a taster day at their new school and a visit/talk from a liaison teacher. The SENCO visits SEN pupils in the summer term and arrangements are sometimes made for pupils to have extra visits to their new school. All pupil records are given to the Secondary School SENCO prior to transfer. Where a child is showing signs of anxiety regarding their transfer additional work is carried out, e.g. taking photographs of school, additional PSHE lessons to ensure transition is smooth.

Teaching and Learning Provision

A. Classroom

The National Curriculum is our starting point for planning and delivering a curriculum that meets the specific needs of individuals and groups of children. We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as having Special Educational Needs, the majority of provision will be made within normal curriculum planning and differentiation. Additionally, support is available from LSAs (Learning Support Assistants) in specific lessons such as numeracy and literacy. All classrooms provide an effective learning environment. For children with special educational needs this may include:

- The use of visual timetables/ task planners
- Hover support/ timers
- Alternative recording methods
- Specialist Equipment (from writing slopes, to laptop access)
- Ability groupings to support the learning styles of children with SEND
- Withdrawal groups for additional needs(from precision teaching, dyslexia support one to one to social skills support groups and auditory processing)
- Withdrawal groups to rehearse skills needed within specific lessons

- Using Assessment for Learning as an approach to give pupils ownership of their learning and understanding of their next steps;
- When planning their work, teachers take into account the abilities and needs of all of their children. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities to practise the skills needed to close the gap with their peers.

This list is not exhaustive, but through the above approaches, we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

Complaints Procedure

If parents have a concern regarding special educational need provision within the school, they should in the first instance talk to the class teacher. Further discussion can be made with the school SENCO. On occasion it might be necessary to raise complaints with the Head teacher, Miss Nash, who will investigate the issue raised following the school complaints procedure. Parents may also make representation to the Chair of Governors through the school office if it is felt that the issue has not been resolved satisfactorily. It is hoped that all issues can be dealt with promptly at school level. Parents have the right of appeal with matters concerning learning support through the LA.

Parents also have the right to request a Statutory Assessment of their child under Section 329 of the 1996 Education Act. They also have the right of appeal to an independent tribunal, if the LA does not comply with this request, or does not deem it appropriate to carry out a Statutory Assessment.

Monitoring and Review of Policy

This policy will be monitored and evaluated throughout the year by the SENCO, Leadership Team, Inclusion Manager and Head teacher. Monitoring the effectiveness of the policy will be the responsibility of the SENCO who then reports to the Governing Body.

Data is collected twice annually, which summarises the progress made by pupils both individually and collectively. The SENCO draws up an Action Plan each year, which is developed through the review of the School Improvement Plan.

The Governing Body will be kept informed of progress at regular intervals and the SENCO will meet regularly with the nominated Subject Governor. A review of this policy involving staff and the Governing Body will take place every two years.

This policy, having been the subject of consultation and agreement by staff, presented to and approved by the Governing Body, shall take immediate effect.

Date of Review: October 2016

Date of Next Review: October 2018