



## **Policy for the Inclusion of Pupils with Special Educational Needs or Behavioural Difficulties**

**Reviewed: JULY 2017**

We at **Lowerhouse Junior School** are committed to meeting the special educational needs of pupils and ensuring that they make good progress, in line with our mission statement and the updated Code of Practice and the 2014 SEN & Disability Act.

### **Definition of Special Education Needs**

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

### **Aims and Objectives of the Policy**

- To identify pupils with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- To identify pupils of all ability who are underachieving and to act upon this;
- To ensure statutory support provided is in line with the Code of Practice;
- To ensure all teaching staff are aware of their responsibilities for the provision of pupils with SEND, in line with the Code of Practice and the SEND policy;
- To support pupils to make optimum progress;
- To maintain appropriate records and to monitor pupil progress, ensuring all teachers, non-teaching staff and appropriate external agencies are involved in planning and meeting the learning needs of the pupil;
- To provide full access to the National Curriculum for all pupils;
- To encourage success and participation for all pupils, whatever their level of ability;
- To develop partnerships with parents in the education of their pupil and to involve parents and pupils in the review process;
- To continue to develop a whole school approach to meeting the needs of pupils.
- To ensure the views of both the parents and the child are sought in the process of implementing

**Good practice for pupils with special educational needs is good practice for all pupils.**

SEND support, and that all parties are kept updated and involved throughout.

#### **1. Roles and Responsibilities [See Appendix 1]**

The Special Educational Needs Co-ordinator (SENCO) and the Headteacher will work closely with the Special Educational Needs Governor and staff to ensure the effective day-to-day operation of

the school's special educational needs policy. Teaching assistants receive regular training to ensure their skills are up to date, and their line manager is the deputy head teacher. The SENCO and Headteacher will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision of children with special educational needs in school and those with Education, Health and Care Plans, monitor their progress in school and liaise with external agencies to seek additional support where appropriate.

All members of staff in school are aware of the shared responsibility for ensuring the correct provision of care for pupils with SEND.

## **The Governing Body**

The Governing Body has identified a Governor to have oversight of special educational needs provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements. Regular meetings take place between the SEND governor and the SENCO to share current practice.

### **1.1. The Headteacher**

The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school.

### **1.2. SENCO**

The SENCO is responsible for keeping a register of pupils with SEN and updating this; supporting pupils with SEN in class; supporting teachers in writing Individual Education Plans (IEPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEN into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN.

### **1.3. School Staff**

All teaching and non-teaching staff are fully aware of the school's shared practice and procedures for making SEND provision, and monitoring and reviewing that provision in line with the guidance in the Code of practice and the LEA guidance. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO, and external agencies when deemed appropriate or further expertise are needed to support them.

## **2. Admissions**

Pupils with special educational needs and/or EHCP Plans are welcome at Lowerhouse, and will be admitted to Lowerhouse Junior School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs. If the school is alerted to the fact that a pupil may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

## **3. Access for Disabled Pupils**

Pupils with a EHC Plan or special education needs will not be discriminated against in line with legislation outlined in the SEN and Disability Act 2014.

## 4. Pupils with Other Needs

### 4.1. Medical Needs

Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be included in the front of the class file and further details will be held in a file in the staff room (in the medical cabinet). There is also a photograph of the child and explanation of their condition on the staff room wall. Photographs of children with allergies are also displayed on the wall in the kitchen to enable kitchen staff to be aware of any potential issues.

### 4.2. Looked After Children

Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

## 5. Resources

The Governors will ensure that the needs of pupils are met by employing a SENCO and support staff to support teachers and pupils. The Headteacher and SENCO will use the pupil's Statement and LEA Banding Document to identify the areas of pupil need and make appropriate provision. The SENCO will liaise with the ICT Co-ordinator to ensure that ICT is used effectively to provide extra support for children with special educational needs, where appropriate.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes. The Governors will ensure that monies are set aside to develop resources in curriculum areas.

The SENCO organises and plans the amount of additional in-class, withdrawal and external specialist support required for pupils using the graduated approach as specified in the SEND Code of Practice 2015.

The SENCO reports annually on the efficient and effective use of resources for pupils on the SEN register.

**All teachers have a key role in monitoring all aspects of pupil performance and, in particular, the identification of pupil needs. Parents will be kept informed at all stages.**

## 6. Identification, Assessment, Reviews

### 6.1. Identification and Assessment

The school places significant emphasis on the early identification of pupils who experience difficulties accessing learning and general school life opportunities. This is achieved through continual use of formative and summative assessment of all pupils.

The SENCO liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties. SATS, PIVATS and Standardised Scores are all used to inform the school of pupils who may require early intervention strategies.

The class teacher discusses any concerns with the SENCO and Assessment Coordinator. If further action is deemed necessary, the parents will be informed immediately.

We provide regular opportunities for parents to share information and concerns.

All identification criteria (as detailed below) are in accordance with Lancashire Education Authority policy. The school always seeks to gain parental support, however, it is the school's decision as to whether a child should be placed on the SEN register.

### **6.1.1. SEN Support**

Despite appropriate education and differentiated learning experiences, taking into account the child's age and stage of development triggers for intervention could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment;
- Persistent emotional and / or behavioural difficulties which are not improved by the techniques normally employed in the nurturing environment of the school (SEN COP 4:21 / 5:44 / 6:51 SEN Toolkit).

### **6.1.2. Support from Outside Agencies**

- If, despite appropriate interventions identified within the graduated approach, progress is still hindered, for example when:
- Little or no progress is made in specific areas over a substantial (e.g. 2 terms) period when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Continuing to work substantially below that expected for children or young people of a similar age within the framework or curriculum and in developing literacy and mathematic skills from Key Stage 1;
- Ongoing difficulties in communication or interaction that impact upon the development of social relationships and cause substantial barriers to learning;
- Sensory or physical needs that require additional specialist equipment or regular visits for direct intervention or advice from practitioners from a specialist service;
- Emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite an individual plan to manage behaviour safely.

Further support may be sought from other agencies (Educational Psychologist, Complex Needs Service, Speech and Language therapy or other outside agency)

Parents are consulted, kept up to date, and invited to attend meetings involving outside agencies.

### **Formal Assessment**

For a very small minority of children with significant special educational needs there may be a need to consider a statutory assessment. A child needing a statutory assessment would have clearly identified complex, long term and enduring SEN or Disabilities usually identified at birth or within the early years which will have a significant impact upon their ability to access the National Curriculum. Some children may have additional needs as a result of late onset or deteriorating conditions or following significant physical or sensory trauma / illness.

In these cases, the SENCO will apply for a formal assessment for an EHCP (Education, Health and Care Plan) to the LEA. If the LEA believes additional resourcing is required to fully support the pupil's needs, an EHCP will be issued. This plan entitles the child to appropriate resources, support and schooling to meet their individual needs. It is the job of the LEA, school staff, Governors and parents to share the responsibility for ensuring the EHCP is implemented. Annual reviews are held in school, to which all and any individuals relevant to the child are invited, to enable the sharing of progress and effectiveness of the plan.

## **6.2. Provision and Review Procedures**

It is the responsibility of all class teachers to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENCO and integrated into the whole process. For all children with SEN, IEPs will be monitored on a weekly basis by the teaching assistant and class teacher. New targets will be set as soon as it is appropriate.

The success of the development of the special needs provision will be monitored by the Governors, the Headteacher and the Special Educational Needs Co-ordinator. This will be judged against the attainment and progress of the pupils with SEND.

### **6.2.1. SEND Support in school**

The class teacher and SENCO will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention. The class teacher and SENCO will make more detailed arrangements for a programme of support, including an IEP which will be written by the class teacher, with support from the SENCO when required. Progress will be discussed and new plans devised.

### **6.2.2. EHC Plans**

Reviews are held annually and targets regularly reviewed, to ensure inclusion to all areas of school life and appropriate academic progression is achieved. Transfer reviews in Year 5 should begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. An additional review early in the Spring Term of Year 6, when a high school place has been allocated, will be convened and the high school SENCO invited.

## **7. Curriculum**

With reasonable adjustments where appropriate, all pupils with SEN have a full entitlement to a broad and balanced curriculum as provided for all other pupils, including after school activities and educational visits. The school's main aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources within the pupil's classroom. In order to maximise their access and participation, some pupils may be taught in withdrawal groups or on a 1:1 basis for short periods of time.

## **8. Success Criteria**

All staff will be involved in discussions to determine future policy and provision; the progress of pupils on the stages of the register will be reviewed and parents invited to comment; Governors will discuss progress and an annual report will be made available in the summer term to all parents, through the school's newsletter.

In particular the success of the policy will be measured against the objectives stated at the start of the policy and use will be made of the following indicators:

- Pupils are identified as early as possible;

- Pupils make good progress against the specific targets set for them;
- Complete and appropriate records exist and are maintained for all pupils and progress is monitored regularly;
- Support staff and appropriate external agencies are integrated into the school;
- Some pupils move to lower phases on the register, or off the register altogether as a result of intervention;
- Pupils enjoy their schooling and are proud of their success;
- Parents express satisfaction with what is provided.

## **9. Training**

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/ SENCO.

The SENCO and Headteacher will keep fully up-to-date with special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop their skills through attendance at training discussions with outside specialists, as appropriate.

Other teaching staff will be kept up-to-date informally by the Headteacher/SENCO and formally at staff meetings and training.

Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by INSET training or relevant courses being booked for them by the Headteacher or SENCO. The school will use its budget for Teaching Assistant (TA) training and Special Educational Needs Cluster Groups.

## **10. Complaints**

If a parent of a pupil with special educational needs is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENCO. Reference should be made to the school's Complaints Policy should further action be deemed necessary.

We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

## **11. Outside Agencies**

The school is involved with many external agencies, with the aim of providing comprehensive support for all pupils in school. All external colleagues are made to feel part of our school community and work closely with pupils, parents and staff. People who assist in our school include:

- Education – IDSS / EPS / School Advisers;
- Health – school nurse, doctor, Occupational Therapist, Speech and Language Therapist;
- Educational Welfare Officer (EWO);
- Social Services;
- Parent Partnership Services.

## **12. Parents**

Parents are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents are always welcome to discuss any matter relating to their child's progress. The arrangements described in sections 7.2 and 9 of this policy, to keep parents informed about matters relating to special educational needs, are additional to the standard methods of reporting and consulting available to all parents.

## **13. Links**

Particular attention is given to ensure that at Lowerhouse Junior School we are aware of any new pupils identified as having special educational needs so that appropriate arrangements can be

made in advance of their admission. When pupils with special educational needs transfer to high school or another primary school, relevant information will be passed on to the SENCO at the new school.

#### **14. Target Setting**

The school's special educational needs targets for the academic year 2017-18 are:

- To develop the role of the SENCo;
- To develop the role of the SEN governor;
- To deliver the precision teaching approach to help support SEN pupils in school.
- To review the process of IEP writing and evaluate its effectiveness

**Review date:** July 2018

**Appendix 1****List of personnel involved in SEN issues**

<b>NAME</b>	<b>POSITION</b>
Mrs C. Holgate	Headteacher
Mrs R Mcmeekin	SENCO
Mr Etherington	SEN Governor
Mrs L Bleazard	Chair of Governors
Mrs C Holgate	Assessment Co-ordinator