



## **REINWOOD JUNIOR SCHOOL**

### **Special Educational Needs/Disability Policy (Every Child Matters Team)**

**Date: February 2016**

**Review date: March 2018 Version no: 5**

#### Introduction

This school values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

#### Aims

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure pupils receive a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEN/D provision as early as possible in their school career
- To ensure that pupils with SEN/D take as full a part as possible in all school activities
- To ensure that parents of pupils with SEN/D are kept fully informed of their child's progress and attainment
- To ensure that pupils with SEN/D are involved, where practicable, in decisions affecting their future SEN/D provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we hope that pupils will be helped to overcome their difficulties.

#### The SEN/D policy

This policy has been developed by the SENCo, and the Governor with responsibility for SEN/D. The policy has been approved by the governors. The staff at Reinwood Junior School are committed to the principles of this policy.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

### **A child has learning difficulties if they:**

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which hinders or prevents the child from making use of educational facilities of a kind provided for children of the same age in other schools within the local authority

### **Special educational provision means:**

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they were taught.

School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when additional provision is being made for their child.

## **STAFFING**

Provision for children at Reinwood is a matter for the school as a whole including Governors, Head Teacher, SENCo and all teaching staff.

SEN/D co-ordinator is Mrs. Benson

SEN/D Governor is Mrs. Spooner

Thrive practitioner is Miss. Roberts

## **ADMISSIONS**

The governing body believes that the admissions criteria should not discriminate against pupils with SEN/D and has due regard for the practice advocated in the code of practice.

## **INCLUSION**

Our **SEN/D** policy reinforces the need for quality first teaching that is fully inclusive. The governing body will ensure that appropriate provision will be made for all pupils with SEN/D.

## **EVALUATING THE SUCCESS OF OUR SEN/D POLICY**

The SENCo will report annually on the success of the policy to the Governing Body.

In evaluating the success of this policy, the school will consider the views of;

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

We have adopted a whole school approach to SEN/D policy and practice. Pupils identified as having SEN/D are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEN/D code of practice 2015 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEN/D and in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

### **Early identification**

Early identification of pupils with SEN/D is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil's progress through:

- Evidence obtained by teacher observation/assessment.
- Their performance in relation age related expectations in English and Maths.
- Standardised screening or assessment tools.

Assessment tools used may include:

- Observations of children
- Records from previous school
- Results of National Curriculum tests
- Termly assessment information
- Gillham and Hesse Basic number screening test
- British Spelling Test Series Second Edition
- Dyslexia screening

### **SEN/D Provision**

On entry to the school, transition meetings are held with KS1/previous class teachers. This will help to inform the school of a child's aptitudes, abilities and attainments, and will be used to provide continuity in learning. This and any other records provided, help the school to design appropriate differentiated learning programmes. For pupils with identified SEN/D the SENCo/Class teacher will use the records to:

- Provide starting points for the curriculum
- Identify the need for support within the class
- Assess learning difficulties

## THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full time education in classes, with additional help and support by class teachers through a differentiated curriculum
- Periods of withdrawal to work with a support assistant either 1-1 or in small groups
- Differentiated programmes of study to meet particular needs
- In-class support from a support assistant or Learning Mentor

## ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether and problems arise from uncertain command of English or from additional needs. It may be necessary to assess their proficiency in English before planning any additional support that may be required.

## DISABLED PUPILS

- Many pupils with SEN may also be disabled under the terms of the Equality Act 2010.
- **"A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."**

To fall within the Act, a person must be substantially affected by their disability in one of the following ways:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eye-sight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger

School has a duty under the Equality Act to make 'reasonable adjustments' to ensure that pupils have full access to the social and academic life of the school. Further details can be found in our 'Equality Policy'.

## MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap from widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access

- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENCo is the first to be consulted. The SENCo and teacher will review the approaches adopted and may carry out observations. Where support additional to that of normal class provision is required, it will be provided through intervention and recorded on a whole school provision map. If, after further consideration, a more sustained level of support is needed, it would be provided through SEN Support. Where concerns remain despite sustained intervention, the school will create a Support Plan which will be reviewed regularly, the SENCo may then consider requesting assessment for an Education, Health and Care Plan (EHCP). Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

## **GENERAL LEARNING DIFFICULTIES**

Teaching SEN/D pupils is a whole-school responsibility. The core of the teacher's work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support where there needs cannot be met by this quality first teaching.

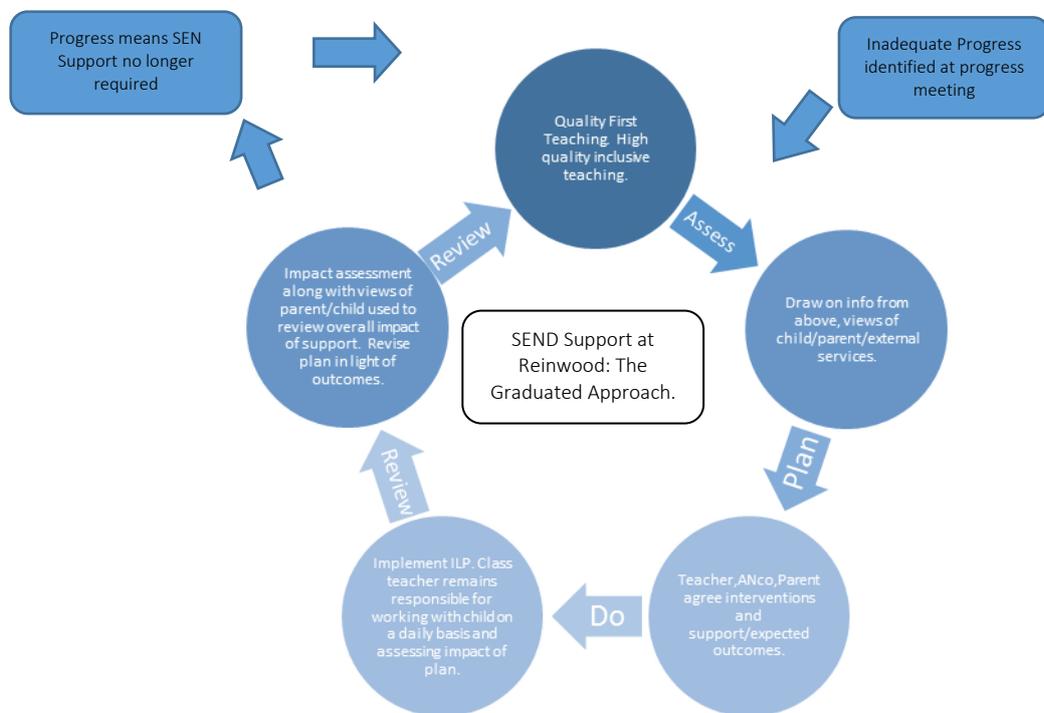
## **SEN SUPPORT**

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Placement of a pupil at this level will be made by the SENCo after full consultation with the parents. External support services will advise on targets for an ILP and provide specialist input to the support process.

External support services will require access to pupil's records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting ILP will incorporate any specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may request direct intervention/support from a specialist.

School will implement a graduated process to support children at SEN Support level using the 'Assess', 'Plan', 'Do' and 'Review' ethos which is outlined in the diagram below:



## REQUEST FOR AN EDUCATION HEALTH CARE PLAN (EHCP)

The school will request an Education, Health and Care Plan from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupils remains a significant cause for concern. The school will have the following information available:

- The action followed with respect to SEN Support
- A reviewed Support Plan
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- English and Maths attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social services/Educational Welfare Service reports
- Any other involvement by professionals

An EHCP will normally be provided where the LA considers the child requires a provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

## REVIEWS OF STATEMENT/ EHCP's

Statements/EHCP's must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCo will organise these reviews and invite:

- The pupil if appropriate
- The pupil's parents
- The relevant teacher
- The head teacher
- A representative of the LA
- Any other person the SENCo deems appropriate

Year 5 reviews will indicate the provision required in Secondary School. With due regard for the time limits set out in the Code, the SENCo will write a report of the annual review meeting and send it, along with supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a statement of SEND.

## **THE ROLE OF THE SENCO**

The SENCo plays a crucial role in the school's SEN/D provision. This involves working with the head teacher and governing body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN/D
- Liaising with and giving advice to fellow teachers
- Overseeing pupils' records
- Liaising with parents
- Making a contribution to INSET
- Liaising with external agencies
- Advising on graduated approach to providing SEN support
- Reporting to governors on a termly basis

For effective co-ordination staff must be aware of

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision SEN/D for pupils
- The commitment required by staff to keep the SENCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN/D pupils
- What exactly constitutes a 'level of concern' and at which point SEN Support is initiated
- Mechanisms that exist to alert the SENCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN/D provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information if and when required

## **THE ROLE OF THE GOVERNING BODY**

The Governing Body's responsibilities to pupils with SEN/D include:

- Ensuring that provision of a high standard is made for SEN/D pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement, all those involved with teaching and supporting statemented pupils
- Ensuring that SEN/D pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN/D policy

## **THE ROLE OF THE CLASS TEACHER**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Implementing the graduated approach to SEN/D
- Being aware of the school's procedures for the identification, assessment and provision made for SEN/D pupils
- Collaborating with the SENCo to decide the action required to assist the pupil to progress
- Working with the SENCo to collect all available information on the pupil
- In collaboration with the parents and the SENCo, develop ILP's for SEN/D pupils.
- Ensuring that the individual programme set out in the ILP is delivered, either by working with the SEN/D pupils, or ensuring that the support assistant is working with them on a daily basis.
- Developing constructive relationships with parents, meeting on a termly basis to review progress towards individual targets.
- Being involved in the development of the school's SEN/D policy

## **THE ROLE OF THE HEADTEACHER**

The head-teachers responsibilities include:

- The day-to-day management of all aspects of the school including SEN/D provision
- Keeping the Governing Body well informed about SEN/D within school
- Working closely with the SENCo
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

## **SEN/D INSET**

All staff are encouraged to attend courses that help them acquire the skills needed to work with SEN/D pupils. Part of the SENCo's role in school based INSET is to develop awareness of resources and practical teaching procedures for use with SEN/D pupil. As a routine part of staff development, INSET requirements in SEN/D will be assessed. The Governing Body will undertake a similar review of training needs. Support assistants' requirements in supporting individual pupils' needs will also be considered.

## **PARTNERSHIP WITH PARENTS**

School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN/D to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

One of the key principles underpinning the 2015 SEND Code of Practice is *'the importance of parents participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions'*

The school considers parents of SEN/D pupils as valued partners in the process. Depending on age and appropriateness, SEN/D pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to all parents, including those whose children have SEN/D, details of the parent partnership service available through the LA.

## **COMPLAINTS PROCEDURE**

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS**

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN/D pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN/D pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Occupational therapists
- Sensory impairment services
- Autism Outreach
- Specialist speech and language
- Primary Pupil Referral Unit

## **SEN/D POLICY REVIEW**

The school considers the SEN/D policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the school development plan.

### Equal Opportunities

Kirklees LA requires all its schools, colleges and services to promote racial and sexual equality, harmony, understanding and justice. We promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community.

The staff and pupils at Reinwood Junior School uphold this requirement and act accordingly.

## Positive Mental Health and Wellbeing

We aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

We aim to recognise and respond to mental ill health by developing and implementing practical, relevant and effective mental health policies and procedures. We aim to promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

### Version History

<b>Version</b>	<b>Date</b>	<b>Change</b>	<b>Author</b>	<b>Approved</b>
2	January 2011	Rewritten	Mrs A Binns	
3	January 2014	Updated	Mrs A Binns	January 2014
4	January 2015	Updated	Mrs S Benson	March 2015
5	February 2016	Updated	Mrs S Benson	March 2016

### Reviewing the Policy

This policy will be reviewed in three years.

Signed