

# St Michael's Junior Church School



# SEN Policy

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### Introduction

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. 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 education 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, educational provision is that which is **additional to, or otherwise different from**, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area. (SEN Code of Practice based on the Education Act 1996)

### Objectives of the SEN Policy

At St Michael's Junior Church School we aim to:

- Meet the needs of the whole child
- Remove barriers to learning
- Raise pupil self-esteem
- Build pupil confidence
- Develop pupil independence
- Provide access to a relevant, tailored curriculum

### Roles & Responsibilities

The school's SEN Governor liaises with the SENCo and Head teacher to ensure that these objectives are met for all pupils with Special Educational Needs (SEN).

SEN Governor: Mr Anthony Acton

Head Teacher: Mrs Greene

SENCo: Ms Jo Cuthbertson

### Arrangements for identifying SEN Need

When a member of staff feels that a pupil has a SEN that has not been identified they follow the **Referral Process**:

When a member of staff has a concern about a pupil who is not on the SEN register they complete an electronic Referral Form using the email sent to all staff. This can be requested to be re-sent by the SENCo if necessary. This referral form collates evidence of all provision attempted (normally Wave 1 - Quality First Teaching) and difficulties observed.

The SENCo will check for completed referral forms on a weekly basis and processes all referral forms by:

1. Reading the automatic notification email sent to the SENCo (an acknowledgement email is also sent to the referrer)
2. Logs the information contained on the form onto the Referral Tracker
3. The electronic referral forms stored are stored within sharepoint as separate forms and a spreadsheet. These can be reviewed at any time
4. Checks that all possible Wave 1 measures have been exhausted – support is given to teacher at this stage if appropriate.
5. Arranges for appropriate actions to be carried out (e.g. observations, assessment, intervention)
6. Notes completed actions into the appropriate column on the spread sheet

The Referral Tracker spread sheet is reviewed weekly to ensure that referrals are followed up. SLT have access to the Referral Tracker to keep informed and current.

### Arrangements for Assessing SEN Need

Once a pupil has been referred by a member of staff following application of Wave 1 strategies and Quality First Teaching, the SENCo may carry out observations and assessments. The results of the observations and assessments will be analysed by the SEN team with support from external agencies where appropriate. Following this the SEN Team may choose to:

- Work with the class Teacher/TAs to support the pupil's needs without taking the matter further
- Arrange for the pupil to receive Wave 2/3 interventions
- Refer the pupil to an outside agency/specialist
- Recommend to parents that their child should be referred to additional external agencies

When provision is put into place for a pupil a baseline assessment should be carried out prior to the start of the intervention and then again at the end, or at regular (usually 6-weekly) intervals, to measure the impact of the intervention. The SENCo will regularly review the impact of interventions and judge whether the pupil should continue the intervention, discontinue as they no longer need it, or whether a different intervention should be offered.

### Arrangements for Monitoring and Reviewing Provision

The provision for pupils who have an EHCP is reviewed at regular intervals by teachers and SENCo. It is also formally reviewed at the pupil's annual review meeting which is arranged by the SENCo, and to which all involved with the pupil in question are invited to attend. Progress and provision are both reviewed at this meeting and all changes are entered into EHCP paperwork that is disseminated to all concerned.

The provision for, and progress of, pupils on the SEND register is monitored by teaching staff and the SENCo through termly Review Meetings. In this process the school endeavours to involve the pupils and parents as much as possible so that the resulting plan is a useful and relevant working document and that all adults involved are actively working with the child towards the same targets.

### Progress Tracking

It is the responsibility of the SENCo to provide an overview of progress of pupils with Special Educational Needs to the Leadership Team. It is also the responsibility of the SENCo to ensure that the correct level of support is in place for pupils on the SEN register to ensure that they are making adequate progress, or to seek additional advice and support from external agencies if the school is unable to ensure adequate progress is made. These pupils will be discussed at SLT meetings and actions and impact tracked at pupil progress meetings and relevant data analysis points.

### Transition Processes

It is the responsibility of the SEN department to ensure that pupils on the SEN register experience a smooth transition when they arrive at the school, change class or TA within the school and when they leave the school. Transition meetings are held and a transition record shared for in school transitions. Additional transition sessions are planned for SEND pupils where appropriate as well as home visits. Parents are informed in face to face meetings if appropriate to help support transitions. Placement of pupils within classes takes into account views of class teacher, SENCo and any other relevant professionals.

### Admission arrangements

If the school feels that it is able to meet the needs of a child with SEN and there is a space available in the requested year group it will accept a child into the school following the normal admission process and it will ensure that the appropriate provision is put in place for the child. Should the school feel that the needs of a child are incompatible with the needs of other children in the school it may put forward a case to this effect.

### Arrangements for Access to Broad and Balanced Curriculum

The school, and all staff within it, work towards all pupils being fully involved in the school's curriculum. Where necessary this is achieved through adult support, including carrying out a differentiated curriculum and adapting tasks to the needs of the pupils. All teachers carry out quality first teaching that includes differentiated tasks,

multi-sensory teaching and a different ways of recording information so that learning is accessible to all despite any barriers to learning that pupils may have. The SENCo is responsible for coordinating any support that pupils may need that is additional to, or otherwise different from, this quality first teaching.

### Integration Arrangements

The SENCo is responsible for coordinating support for pupils with SEN so that, where possible, they are able to fully participate in all activities. The school tries to choose activities and outings that will allow all pupils to take part, with support if necessary.

### Staffing Policy and Partnership

#### **Arrangements made by governing body re: SEN in-service training for staff and non-teaching assistants**

The school tries to ensure that teaching and non-teaching staff have the level of training they require in order to provide appropriate support for, and have adequate understanding of, the needs of pupils with whom they have contact. The SENCo is responsible for ensuring that the leadership team has an overview of skills, experience and training needs for the SEN support staff. The Performance Management Review structure (See Section C) allows staff to express if they feel they need further in-service training. It is then the responsibility of the SENCo to co-ordinate this.

#### **Use of professionals and facilities from outside the school**

It is the role of the SENCo to coordinate input from external services. The SENCo will organise visits from these services and ensure that relevant teachers and TAs can be released from duties as appropriate to allow them to communicate effectively with the external services. If appropriate, the SENCo will arrange for teachers and TAs to visit other schools to note good practice regarding SEN.

#### **Partnership with parents**

Parents are included in setting targets for their children within the Review process (see Appendix One). Parents are also notified if there is a change in their children's SEN status, there is a change to provision or if decisions need to be made about an area of provision for their children.

#### **Links with other schools**

Relevant information is shared with and received from other schools and in particular Twerton Infant school for Ks1/2 transition. Meetings between SENCos should be regular and throughout the year to ensure effective transition.

#### **Links with other agencies: health, social services, education welfare and voluntary organisations**

The SENCo is responsible for liaising with external agencies regarding provision for, and care of, pupils within the school. Referrals to external agencies are handled by the SENCo following fact-finding and information-gathering (see Assessment Process p8). The SEN department will also arrange multi-agency meetings should they be appropriate and necessary for pupil e.g. in a crisis or if the school feels that the pupil's needs are not being met adequately.

### Appraisal Reviews for Teaching Assistants

The SENCO will carry out an observation of the 1:1 SEN TA and complete an 'Observation Feedback Sheet' (Appendix 2) prior to the Appraisal Review. The 1:1 SEN TA will also complete the **Overall performance** section of the appraisal document. (Appendix 3)

At the Appraisal Review meeting both documents will be discussed and this will be used to inform the completion of the review section. The safeguarding section will also be completed in the meeting.

The SENCO will ensure that any training or resources necessary to carry out the actions in agreed are made available to the TA. The form will be reviewed at the next Appraisal Review.

Reviews will take place in March/ April of each year.