

LADBROOKE JMI SCHOOL

SEN POLICY

Policy Written by: Andrea Prior

Date Reviewed: Spring 2017

Next Review: By Spring 2020

Reviewed By: School Improvement Committee



Rationale

Ladbroke School believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters (Be Healthy, Stay Safe, Enjoy and Achieve, Positive Contribution, Economic Wellbeing)

We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

Equal Opportunities and Inclusion

We believe it is the right of all children, regardless of their ability, disability, gender, religion, ethnicity, linguistic, cultural or home background to have equal access to all aspects of school life.

Aims:

- To enable every pupil to experience success
- To promote individual confidence and a positive attitude
- To ensure that the school has effective procedures for the early identification of children with special needs
- To ensure that all pupils, whatever their SEN, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- To give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- To ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- To identify, assess, record and regularly review pupils' progress and needs
- To involve parents/carers in planning and supporting at all stages of their children's development
- To work collaboratively with parents, other professionals and support services
- To ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.
- To ensure that there is ongoing opportunities for staff to develop and extend their knowledge and understanding of SEN
- To ensure that the best value is gained from the effective use of SEN resources including teaching assistants, outside agencies and teaching materials

Roles and responsibilities of the Headteacher, other staff and governors

Provision for children with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's SEN and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEN
- Keeping the Governing Body informed about SEN issues
- Working closely with the SEN personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEN provision is an integral part of the School Improvement Plan
- The necessary provision is made for any pupil with SEN
- All staff are aware of the need to identify and provide for pupils with SEN
- Pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They report to parents on the implementation of the school's SEN policy
- They have regard to the requirements of the SEN Code of Practice (2014)
- Parents are notified if the school decides to make special educational provision for their child
- They are fully informed about SEN issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- The quality of SEN provision is regularly monitored
- They, and the school as a whole, are involved in the development and monitoring of this policy.

The **Special Needs Coordinator** (SENCo) is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEN
- Carrying out assessments (where appropriate) and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEN
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- Referring to outside agencies, liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents to ensure advice is followed
- Maintaining the school's SEN register and case studies
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records, end of year Qualification and curriculum authority (QCA) tests and SATs
- Contributing to the in-service training of staff
- Line-managing learning support staff/teaching assistants working with children with educational, health, care plans (ECHPs)
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with the SENCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- Attending training to ensure always up to date with latest developments in Special education needs including disabilities (SEND)

Class teachers are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- Giving feedback to parents of pupils with SEN.
- Ensuring advice from outside agencies is incorporated into planning

Learning support staff/teaching assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Follow advice given in EHCPs (Education, Health, Care, Plans), and professional reports

Implementation

For details of how the SEN policy is implemented, please refer to appendix 1.

Planning

Needs of children with SEN are met through:

- Tasks differentiated by the class teacher.
- Tasks matched to children's individual learning style.
- Specific resources identified to support learning.
- Focused small group support with a teaching assistant / class teacher / SENCo.
- Individual support for children with ECHP if necessary
- Advice / direct intervention from appropriate outside agencies.
- Use of specific SEN learning programmes e.g. Fischer Family Trust and Hi 5

Assessment

We use the following strategies to screen and monitor progress:

- QCA Tests
- Termly assessments in reading, writing and maths
- PM Benchmarking (reading progress check)
- Sandwell Diagnostic Test (numeracy progress check)
- Ongoing daily assessments by class teachers
- Specific assessments carried out by outside agencies, where appropriate

Recording and Reporting

All aspects of reporting and recording links to the individual child's targets, this includes:

- Samples of work relevant to targets set.
- Relevant observations, e.g. behaviour logs.
- Tracking Sheets

Reporting to parents is achieved through biannual Consultation Evenings and specific SEND meetings. In addition parents are informed when their child is placed on the special needs register. A form is sent home for parents to sign and add their views. Parents are also contacted before children received any additional work through outside agencies such as Parkside, The Park and Family Support Service. The views of all parents are highly valued.

Monitoring, Evaluation and Review

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Observation of lessons of teachers and teaching assistants (TA) by all members of the Senior Leadership Team (SLT) and SENCo
- Performance Management meetings with teaching assistants to review practice.
- On-going assessment of children's progress.
- Regular pupil progress meeting with Headteacher, SENCo, Class teacher and TA to track pupil progress
- Points Progress by SEN pupils calculated termly
- Regular TA meetings
- Regular visits / meetings between SENCo and Governor responsible for SEN.

Please refer to appendix 2 for details.

Conclusion

This policy remains our practice until such a time as it is reviewed, as such all staff have a responsibility to comply with the policy as agreed.

Appendix 1: Overview of Implementation & Progress

At Ladbrooke we provide a graduated response to children with special educational needs: the level of intervention will increase according to rate of progress and increasing need.

Approach	SEN Response	Responsibilities
<p><u>Early Identification</u></p> <p>The class teacher uses the schools ongoing assessment procedures to monitor individual children's progress.</p>	<p>The class teacher identifies a child's possible SEN / Behavioural Difficulties based on the child making inadequate progress.</p>	<p><u>Class Teacher</u></p> <ul style="list-style-type: none"> ▪ Differentiates curriculum ▪ Discusses concerns with parents ▪ Seeks advice from SENCo ▪ Monitors progress / Completes concern form
<p><u>SEN Register (Monitor)</u></p> <p>Despite early identification and monitoring inadequate progress is being made. Or children have been on the register but progress is now being made</p>	<ul style="list-style-type: none"> ▪ SENCo/staff gather information to identify the child's needs. ▪ Class teacher informs parents that their child is considered to have SEN or is being taken off SEN register 	<p><u>Class Teacher</u></p> <ul style="list-style-type: none"> ▪ Implements curriculum to support agreed target with support from TA <p><u>Class Teacher, TA and SENCo</u></p> <ul style="list-style-type: none"> ▪ Individual targets are created in consultation with parents, class teacher, TA and SENCo ▪ Monitor progress
<p><u>SEN Register</u></p> <p>Despite early identification and monitoring inadequate progress is being made and it is felt that support from in school or an outside agency would be of benefit.</p>	<ul style="list-style-type: none"> ▪ Individual plans are put in place to support the child ▪ If in school interventions are not working, SENCo contacts parents to inform them that interventions have not brought about expected progress. ▪ Permission is sought to involve outside agencies for further advice /intervention. ▪ Course of action is agreed at termly Planning Meeting. 	<p><u>SENCo</u></p> <ul style="list-style-type: none"> ▪ SENCo contacts parents and outside agencies ▪ SENCo works with class teacher and TA to implement advice given from outside agency ▪ Case study is created in consultation with parents, class teacher, TA and SENCo
<p><u>Request for Statutory Assessment</u></p> <p>Huge concerns about the inadequate progress being made by the child</p>	<ul style="list-style-type: none"> ▪ SENCo and/or parents request that Hertfordshire County Council (HCC) considers the need to make a statutory assessment of SEN. ▪ If HCC agrees then a multi-disciplinary assessment is made. 	<p><u>SENCo</u></p> <ul style="list-style-type: none"> ▪ SENCo makes written request to HCC providing evidence of all action taken. ▪ SENCo to liaise with class teachers to gather evidence and Headteacher to consult before submitting
<p><u>Agreeing a Statutory Assessment (EHCP)</u> Education, Health, Care Plan</p>	<p>Through the SEN panel the Local Authority (LA) consider the evidence provided and decide whether an EHCP should be drawn up.</p>	<p><u>LA</u></p> <ul style="list-style-type: none"> ▪ The LA draw up a statement of SEN in consultation with parents, school and outside agencies.

Time span: Progress is reviewed at each pupil progress meeting (at least one per term)

Appendix 2: SEN Policy Monitoring, Evaluation and Review

When the policy is successful the school will be characterised by:

Children who:

- ✓ Are enthusiastic and motivated learners.
- ✓ Contribute towards their own learning programme.
- ✓ Make progress towards their targets.
- ✓ Have knowledge of their difficulties and use self help strategies.

Teachers who:

- ✓ Work in partnership with the SENCo, TAs and parents.
- ✓ Demonstrate a commitment to developing their understanding of children with a range of special needs.
- ✓ Make effective use of all resources available to them including TAs.
- ✓ Have high expectations of progress and behaviour.
- ✓ Use assessment data to identify children with special needs.
- ✓ Incorporate individual targets into their planning.
- ✓ Assist children in developing their self-esteem.

Teaching Assistants who:

- ✓ Effectively work in partnership with the class teacher.
- ✓ Contribute to the development of individual targets.
- ✓ Support children by using effective strategies / resources.
- ✓ Make effective use of all resources available to them.
- ✓ Are committed to developing their knowledge of SEN.
- ✓ Are proactive in seeking further advice and share good practice.
- ✓ Assist children in developing their self-esteem.

Support Staff who:

- ✓ Are aware of children's individual needs.
- ✓ Contribute to the development of pastoral targets.
- ✓ Support children by using effective strategies / resources.
- ✓ Make effective use of all resources available to them.
- ✓ Assist children in developing their self-esteem.

SENCo Who:

- ✓ Supports staff in meeting the needs of children with special needs.
- ✓ Is up to date with the Code of Practice.
- ✓ Implements the Code of Practice.
- ✓ Maintains appropriate SEN resource bank.
- ✓ Provides professional development opportunities for all staff.

Governors Who:

- ✓ Understand their role in supporting the policy.
- ✓ Ensure effective liaison with the SENCo and Headteacher.