

St James CE Junior School



SEN Policy and Information Report

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Signed:		
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Aims

Our SEN policy and information report aims to:

- › Set out how our school will support and make provision for pupils with special educational needs (SEN)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We aim to raise the aspirations and expectations for all pupils with SEND. We aim to provide every child with access to the broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and the Disability Code of Practice: 0-25 Years.

We aim to focus on outcomes for children and not just hours of provision and support.

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To closely monitor the progress of all pupils to ensure they achieve their full potential
3. To work closely with parents/carers to gain a better understanding of their child and to involve them in all aspects of their child's education
4. To provide support, training and advice for all staff working with pupils with SEND
5. To work within the guidance provided in the SEND Code of Practice, 2014
6. To work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone e.g. Educational Psychologist, Speech and Language Therapy, Child and Adolescence Mental Health Service (CAMHS)

Legislation and guidance

This policy and information report complies with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and has been written with reference to the following guidance and documents:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- › Equality Act 2010: Advice for schools DfE Feb 2013
- › The National Curriculum in England Key Stage 1 and 2 Framework document (updated 2014)
- › Accessibility Plan
- › Safeguarding Policy

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

The SENCO is Amy Merritt, St James CE Junior School, Blake Street, Barrow-in Furness Cumbria, LA14 1NY
TEL: 01229833610 Email: amym@stjamesjun-bif.cumbria.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy
- › Ensure Quality First Teaching is embedded in every lesson
- › Write IEP's and passports for children and share these with parents.

SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, specific learning difficulties for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

The SEND Code of Practice describes the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical Needs

We use these categories as a starting point to assess the range of needs we have to plan for. The purpose of identifying a need is to establish the action we need to take- we do not seek to fit a pupil into a 'category' or look for a 'label' or 'diagnosis' for a child. We identify the needs of the whole child, not purely the special educational needs a child may experience.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

Parents evenings are held for all parents/carers, with the child in attendance, in the Autumn and Spring Term and they all receive an annual report in the Summer Term.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will speak to parents if it is decided that a pupil will receive SEN support.

If it is felt a referral to an external specialist would be appropriate, parents will be asked to give permission for this to happen and will be invited into school to provide any information for the form.

When external professionals make their initial visit into school, parents are invited to meet with them to share information and concerns.

If a child has an IEP, parents are invited to attend termly meetings (which maybe an extended consultation at parents' evenings) to discuss the impact on progress of any specific interventions. A new termly IEP will be written and shared with parents, who will be encouraged to support any strategies at home. Children will be asked to attend these meetings.

Children with an Education Health and Care Plan (EHCP) will have termly meetings and an annual review which should include the SEND specialist and they will share their findings and targets on how best for that child to make progress. The children are always asked their thoughts on how they are progressing and their likes and dislikes and are also able to take part in the meetings if they wish.

If relevant, school or parents may suggest the use of a Home/School book So that the relevant information can be shared on a daily basis

Assessing and reviewing pupils' progress towards outcomes

Whole school assessments are undertaken on a termly basis. The outcomes of these assessments are closely analysed by the Headteacher, SENCO, subject leaders and class teachers.

ASSESS

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views

› Advice from external support services, if relevant

The assessment will be reviewed regularly.

PLAN

Discussion takes place between the class teacher, SENCO and parents to agree any adjustments, interventions and support that will be put into place

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

DO

The class teacher remains responsible for the child's day to day learning through high quality teaching. They retain responsibility even where the interventions may involve group work or one-to-one teaching away from the main classroom. They will work closely with support staff and specialist staff involved, to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will work closely with the class teacher to ensure effective implementation of support.

REVIEW

The effectiveness of the support and interventions and the impact on pupil's progress is reviewed at meetings with the parent and child. The review meeting evaluates the impact and quality support given, alongside the views of the pupil and their parents/carers. The class teacher, working with the SENCO, will revise the support in light of the progress and development made, deciding on any changes in consultation with the parents.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All staff get together to discuss transition between year groups so that any information can be passed on and all children will have some time in their new classroom with their new teacher before the new academic year begins.

As a junior school we work closely with our feeder infant school to discuss a smooth transition between Year 2 and Year 3.

All incidents and reports from specialist agencies are kept on CPOM's for staff to view and will be transferred to secondary schools.

Transition programmes are put into place for all children and extra transition takes place if it is felt by school that a child would benefit from this.

For those children in Year 6 with an EHCP the SENCO from their chosen secondary school is invited to their phase transfer review meeting.

Staff from secondary school will often send through timetables for children to look at so that they are prepared for the differences between primary and secondary and support staff from our school will talk about these with the child.

Social games and scenarios are played and discussed with those that will benefit and extra SERIS is set up for those that are worrying about a transfer.

When a child is moving schools, it is the responsibility of the SENCO to liaise with the SENCO of the new school and pass on relevant files.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including when children access support from teaching assistants or specialist staff

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils, dependent on need. The quality of teaching will be reviewed by the Senior Leadership Team throughout the year. Staff have opportunities to build their knowledge of SEND, such as through the SENCO input at staff meetings, specialist teachers, CPD.

Adaptations to the curriculum and learning environment

Adaptations to the curriculum and the learning environment are made according to the needs of individual children.

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing, including deployment of teaching assistants to help children who may require additional support
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, pencil grips etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Altering the classroom layout to create an individual work station
- Sensitive positioning in class of a child with sensory difficulties eg hearing impairment, visual impairment.
- The school has interactive TV's in every classroom and there is access to iPads for all children and laptops when required.
- In Year 6, we apply for special consideration for pupils who meet the criteria for additional support in external SATs exams. If successful, this may mean they are allocated extra time, a reader, a scribe etc
- As a newer built school, our environment is fully compliant with current disability requirements, for example we have a loop in our school hall and office for those who wear hearing aids. There are wheelchair accessible toilets for adults and pupils alike and there is level access throughout the school site (For further details please see our school accessibility plan)

Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

- Specialist Advisory Teachers- eg Autistic Spectrum Conditions, Blind/visual impairment, Deaf/hearing impairment, speech, language and communication needs
- Educational Psychology
- Pediatric therapy services eg occupational therapist, speech and language therapist
- Children and Adolescent Mental Health Services (CAMHS)
- Children's Services
- School Health
- Attendance Lead and Education Welfare Officer
- Specialist Teacher for Looked After Children-especially when planning a Personal Education Plan (PEP)
- Behaviour and Emotional Wellbeing Specialist
- Family Action
- Barnardo's-My Time Cumbrian Counselling
- Bluebell Foundation (Bereavement)

- › Encompass
- › Audiology
- › Young Carers
- › Westmorland and Furness SEND IAS service
- › Community Police
- › Moorfield Primary hub

(This list is not exhaustive as the changing needs of the pupils may require the involvement of other external agencies)

Expertise and training of staff

Our SENCO Amy Merritt is a qualified teacher with 21 years teaching experience. She completed the National Award for SEN Co-ordination which is a masters level programme.

We have a team of 10 support staff, including 2 higher level teaching assistants (HLTAs) and 4 senior teaching assistants (STAs) and 3 teaching assistants (TA's) and one trainee, who are trained to deliver SEN provision.

Staff have been trained in speech, language and communication needs, autism, first aid, Kidsafe, mental health, behaviour and Team Teach

Under the guidance of the class teacher/SENCO, Senior Teaching Assistants (STAs) and HLTAs provide a range of support in school, which includes 1-1 withdrawal, small group withdrawal and in-class support. All class teachers and STAs/HLTAs have an annual Performance Management Review where they are encouraged to highlight areas of specialist training they would like to develop. Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children within our school. Individual teachers or support staff may attend training on specific areas of need, or whole staff training related to SEND issues may take place within school.

We work closely with the Specialist Advisory Teaching Service who help all staff to develop the skills needed to support individual pupils.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions after each intervention has taken place and throughout the intervention itself
- › Monitoring by the SENCO
- › Using provision map to measure progress
- › Holding annual reviews for pupils with EHC plans
- › Lesson observations and book scrutinies

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are encouraged to go on our residential trips to Coniston WaterPark and others that are arranged

All pupils are encouraged to take part in sports day/school plays/special workshops and school trips.

Children are encouraged to participate in all school activities to the best of their ability

Teaching assistants will often be allocated if 1-1 support is felt to be necessary (eg A TA was identified to an individual pupil to allow him to attend a school residential).

All children given the same chance to represent school within pupil voice.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the Pupil Voice
- › Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships.
- › Personal, Social and Health Education (PSHE) is integral to our curriculum and are taught explicitly on a weekly basis to all children within school
- › The Kidsafe programme is delivered throughout school to individual year groups. This programme is delivered by a trained member of staff which enables them to deliver a 'Kidsafe specialized child protection/safeguarding programme' (Kidsafe website). The programme aims to 'protect, educate and empower children' (Kidsafe website).
- › We have a zero-tolerance approach to bullying, reports of bullying are dealt with immediately and we have an annual Anti-bullying week.
- › One of our HLTAs is the Mental Health Lead within school and all upper school children can message her directly via Teams if they need to talk. Children have daily/weekly check in's with Mental Health Lead, as required.
- › Year 6 children are taught the Real Love Rocks Programme to explain what healthy relationships look like.
- › Referrals are made to Barnardos/Greenacres
- › Expectations in relation to behaviour are consistent across the school. All children are treated equally and rewards and sanctions are in place for appropriate and inappropriate behaviour. For children who consistently display inappropriate/unacceptable behaviour in and around school, a meeting will be arranged with parents/carers and next steps will be discussed, a behaviour plan may need to be drawn up.

Complaints about SEN provision

If a parent or carer has any concerns or complaints regarding the care or welfare of their child or the SEN provision in our school an appointment can be made to speak to the SENCO or Headteacher, who will advise them on formal procedures for complaint should it be necessary.

The local Westmorland and Furness SEND IAS give impartial help and advice and can be contacted on 01229 407559. Please use the following link for further information on the role of SEND IAS

<https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services.

The local authority local offer

Our local authority's local offer is published here

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions