



Special Educational Needs (SEN) Policy

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Introduction

At Normanton Junior School we aim to provide a broad and balanced curriculum with high expectations and suitable targets for all. We have an inclusive ethos which supports systems for early identification of barriers to learning and participation. Teachers take account of children's requirements and make provision to support individuals or groups of children. We recognise that children may have special needs at any time or throughout their time in school.

Aims

- To ensure that all children in school are encouraged, valued and accepted equally, regardless of their ability or behaviour
- To ensure that all children have access to all areas of the curriculum
- To ensure that teaching strategies are responsive to different learning styles to support appropriate, meaningful and effective learning for all
- To encourage pupils to accept their share of responsibility in their learning and feel involved in setting targets and reviewing progress
- To ensure that parents work in partnership with school and are kept informed and involved
- To ensure that all staff and outside agencies fulfil their roles in supporting the child's needs

Inclusion

We want all pupils to enjoy their experience with us and to achieve as much as they can, deriving the maximum benefit according to their individual requirements. We respect that children have different behavioural and educational needs. We support children in managing their behaviour and emotions in order for them to be able to fully access school life effectively and safely. We know that children access the curriculum at their own pace and level. Learning targets and tasks should be adapted and modified to match lesson objectives and learning should be checked regularly against these targets. We ensure that relevant training is undertaken and kept up to date so that staff are aware of children's needs and know how best to support their learning.

Special Educational Needs

A pupil is deemed to have learning difficulties when their progress is significantly below that of the majority of their peers. A child with learning difficulties will need provision that is additional to and different from that which is provided for children of the same age. All learning difficulties fall into one of the categories stated in the new code of practice. These are:

- Cognition and Learning difficulties
- Behavioural, Emotional and Social difficulties
- Communication and Interaction difficulties
- Sensory and Physical difficulties

Identification, Assessment and Provision

Some children come to us with a recognised learning difficulty. These children are supported in the first instance by appropriate transition arrangements and documentation passed on from their previous school. The year 3 team and the Special Educational Needs Co-ordinator (SENCo) attends phase transfer reviews where needed. Other children are identified by the class teacher where it becomes clear that a child is not making progress and their attainment is significantly outside the expected range for their year group.

To assist in the identification and assessment of special needs, the school will use the following information:

- information from feeder schools
- termly assessments
- records-medical or academic from other agencies or institutions
- concerns expressed by parents, teachers, pupils

Children are assessed on a half termly basis. This information is fed into the colour by numbers computer system which is used to track pupil progress. Teachers differentiate within the classroom in order to respond to the different abilities and learning styles of the children.

Where this differentiation does not enable a child to make progress, additional steps are taken. Specific, Measurable, Achievable, Relevant Time bound targets are set on an Individual Education Plan (IEP) or Individual Behaviour Plan. The class teacher has ultimate responsibility for this but input is valued from the (SENCo), Education Support Assistant (ESA), parents and child. The IEP also contains teaching strategies and the date when it must be reviewed and evaluated. Normanton Junior School review IEP targets half termly and meet with parents termly.

This level of response is termed **School Action**.

Where a child is still unable to achieve their potential, assistance from outside agencies will be sought in order to provide further support. Their input may be used to inform the IEP or they may supply further information, strategies or training.

This further level of response is termed **School Action Plus**.

Where a child is still unable to make progress and continues to cause concern, an application may be made to the Local Authority for statutory assessment.

This may result in a child receiving a **Statement** of Special Educational Needs which is reviewed annually.

Role of the SENCo

At Normanton Junior School the SENCo:

- oversees the day to day operation of this policy
- co-ordinates provision for pupils with learning difficulties and disabilities
- liaises with and advises teachers and support staff
- oversees records of all children with SEN
- co-ordinates annual reviews
- liaises with parents of children with SEN
- contributes to the in service training of staff
- holds central resources for SEN
- liaises with external agencies
- monitors and assists in formulating and evaluating IEPs

Normanton's SENCo - Mrs A Holmes-Edwards

Education Support Assistants

Educational Support assistants play a key role in supporting children with SEN. All our ESAs receive appropriate training in order for them to fulfil their role efficiently. ESAs give input into IEPs and where necessary teachers share their planning to facilitate better support.

The Governing Body

The Governing body at Normanton:

- has due regard to the code of practice when carrying out it's duties towards all pupils with SEN
- receives a report to confirm this policy is effective and reflects practice
- approves and monitors the school's policy on SEN
- secures as far as possible, adequate levels of staffing and funding to enable appropriate provision to be made
- produces an annual report which includes feedback on the SEN policy
- reviews this policy

Resources

At Normanton Junior School the SENCo is responsible for co-ordinating resources for children with SEN.

The use of resources and interventions for each child is tracked using a whole school provision map and individualised provision maps.

Staff receive appropriate training and are released to attend meetings and courses where necessary.

Time is given to SENCo to allow her to fulfil the role.

Parents

Parents are encouraged to work in partnership with the school and are kept informed of and involved in their child's progress. We seek parental permission before contacting outside agencies regarding any intervention.

Pupils

Pupils are encouraged wherever possible to be involved in their own target setting and in reviewing their progress. They participate in their annual reviews. They are encouraged to take responsibility for their conduct and their learning.

Monitoring

- the SENCo monitors the evaluation of IEPs
- the Governing Body monitors the funding for SEN and the effectiveness of this policy

Policy Approved:

Present: