

LEYS FARM JUNIOR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY 2024

The Special Educational Needs Co-ordinator (SENCo) – Miss R. Stoney

The named Governor responsible for SEN-D/Inclusion – Mrs M. Austin

Pastoral Manager - Mrs A. Elliot

Introduction

At Leys Farm Junior School (LFJS), we believe that all children should be equally valued. Therefore, we do all that we can to promote equality and opportunity of outcomes and help develop a learning environment where all young people can flourish and feel safe.

We believe that all children should have access to a rich, broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEN-D) and have high expectations for all.

Aims

We aim to:

- raise the aspirations of and expectations for all children with SEN-D. We focus on outcomes for children and not just hours of provision/support;
- ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need;
- provide equal access to the National Curriculum to plan for and provide a curriculum which is accessible to all the needs of the children;
- raise staff awareness of the need to differentiate work effectively and to provide regular training, coaching and development for all staff;
- establish good home school communication;
- involve the child in the planning and target setting of his/her programme of work;
- monitor and review individual needs regularly, and to maintain clear records of any action taken, involving the child in the review process;
- review needs and provision termly for budgeting, planning and resourcing for SEN-D.

Objectives

To:

- identify, as early as possible, those children who have extra needs;
- maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child;
- determine any resource implications and establish whether they will be provided within school or through external sources;
- establish specific criteria and robust programmes for monitoring, evaluating and reviewing the effectiveness of the provision;
- decide if specialist advice is required from outside agencies, make appropriate referrals through a graduated approach and use advice given to inform provision mapping for specific needs;
- ensure that, where specialist provision is needed for a child with SEN-D following advice and support from outside agencies, this is managed safely and adjustments made are not detrimental to the needs of all the other children within that cohort and context;
- assist the governing body in fulfilling their duties regarding provision for children with SEN-D;
- ensure that any withdrawal support is temporary and determined by the class teacher and SENCo in accordance with the SEN-D Code of Practice.

Defining SEN-D

The 2014 Code of Practice says that: *“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”*

Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv

The Recognised Broad Areas of Need are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs.

The purpose of identification of children with SEN-D is to work out what action we need to take to support the child, not to fit the children into a category. At LFJS we identify the needs of children by considering the needs of the whole child which will not just include the SEN-D of the child. We recognise that a range of factors other than SEN-D can impact on a child's progress and attainment including:

- disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN);
- attendance and punctuality;
- health and welfare;
- English as an additional language (EAL);
- being in receipt of Pupil Premium funding;
- being a Looked After Child/Child in Care (LAC/CIC);
- being a child of serviceman/woman.

Behaviour as a need is no longer an acceptable way of describing SEN-D. Any concern relating to a child's behaviour is now considered as an underlying response to a need and is recorded as SEMH (social, emotional and mental health).

SEN-D Support will take the form of a four-part cycle through which decisions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

1. Assess

2. Plan

3. Do

4. Review.

This **graduated approach** will be conducted through the use of "My Personal Passport" meetings. Each term the child, their family and any outside agencies involved will meet with the class teacher and/or SENCo. The child will always be at the centre of these meetings, and they will be held in a relaxed setting to support the securing of positive outcomes for the child.

The Role of the Class Teacher

The SEN-D Code of Practice suggests that children are only identified as having SEN-D if they do not make adequate progress once they have had Wave 1 and 2 interventions/adjustments and good quality personalised teaching (pg. 88 Section 6.37 onwards).

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants (TAs). High quality teaching, scaffolding for individual children, is the first step in responding to children who have or may have SEN-D.

Additional intervention and support cannot compensate for a lack of good quality teaching.

The class teacher has overall responsibility in the day to day provision, and:

- will provide increased scaffolding of classwork, exploring ways in which increased support might meet the individual needs of the child. This may include pre-teaching and/or same day intervention for children who need additional support to access the mainstream learning opportunities;
- will continually monitor and review the child's progress. Children who are not making the expected progress from their various starting points will be tracked through the whole school provision mapping. Teachers will use these maps to highlight individual needs of children across their cohort and show the level of provision that will be given including wave 1, 2 and 3 interventions;
- if targets cannot be met with just classroom support and high-quality teaching then the child will be discussed and an 'initial concern' form will be completed and additional support from the SENCo will be put in place;
- if deemed appropriate, a Personal Passport will be produced. Provision should ***be additional to or different from*** the curriculum offer that is in place as part of normal provision for the class or cohort;
- a child's Personal Passport is the responsibility of the class teacher in liaison with the SENCo and they will be updated at the end of each assess, plan, do, review cycle or termly (whichever is first);
- at the end of each academic year teachers will pass on any SEN-D or medical information to the new class teacher, in a transition meeting, before the new academic year begins.

The SEN-D Record

- all teaching staff have access to a copy of the SEN-D Record. The importance of confidentiality cannot be over-emphasised. The record is updated and analysed at least termly by the SENCo and Headteacher;
- if a class teacher has concerns about a child they should complete a SEN-D Initial Concern Form, providing evidence of what has already been tried, conversations with parents, areas of strengths and weaknesses, etc. The SENCo should then observe the child and begin assessments, including the use of Dyslexia Gold Dyslexia Screen;

- the Personal Passport should be written by the class teacher with the support of the SENCo and the child should be entered on to the school's SEN-D Record as SEN-D Support with the signed agreement by the child's parent;
- children receiving SEN-D Support are rigorously monitored and their support is continually assessed. Based on evidence accrued through this process the teacher and SENCo will make a joint decision on when to exit a child from the SEN-D Record;
- **slow progress and low attainment will NOT automatically mean a child is recorded as having SEN-D.**

The Role of the SENCo

The SENCo takes the lead in co-ordinating the child's special educational provision, consulting the Headteacher, the class teacher, who remains responsible for working with the child in the classroom. It is noted that high quality Wave 1 teaching is the first step in responding to children who have or may have SEN-D. The SENCo will:

- review all the available information and collect any additional information from any other appropriate outside agencies;
- decide whether to seek further advice and/or support;
- make arrangements for any appropriate intervention programmes to be implemented, monitor progress and set a review date;
- oversee the Personal Passports and host the termly meeting with the class teacher, parent/carer, and if appropriate the child, to create and review the child's "Personal Passport";
- manage the day to day operation of the SEN-D policy;
- coordinate the provision for children with SEN-D (including developing a Whole School Provision Map);
- liaise with and advise colleagues;
- oversee the records of all children with SEN-D;
- liaise with parents/carers of children with SEN-D. Partnership with parents plays a key role in enabling children with SEN-D to achieve their potential;
- contribute to the in-service training of all staff;
- alongside the Headteacher, manage the school-based assessment and complete any documentation required by outside agencies and the LA;
- manage a range of resources, human and material, to enable appropriate provision for children with SEN-D;

- liaise with new settings and schools to ensure effective transition of children;
- liaise with the Pastoral Manager and TAs who deliver and monitor the intervention programmes.

Application for Education, Health and Care Plans

In some cases, the conclusion may be reached that the child's needs remain substantial and cannot be effectively met within the resources normally available to school. The school may therefore draw the child to the attention of the Local Authority (LA) with a view to a formal assessment.

The school will be required to state clearly the reason for the referral and submit the following information:

- recorded views of parents/carers and where possible the child, on the earlier stages of assessment, action and support to date;
- any relevant medical information;
- where appropriate, evidence relating to Children and Family Services;
- "My Personal Passport" documents with evidence of the graduated approach cycle '**Assess, Plan, Do and Review**';
- evidence of involvement of outside agencies.

Transition Arrangements

- when children with SEN-D transfer from the feeder Infant schools' information will be collected in transition discussions between the two schools and the sharing of records;
- when children with SEN-D transfer to Secondary School the class teacher and SENCo will liaise with the staff of the prospective secondary schools and hand over all SEN-D documentation prior to the new term beginning;
- the secondary school staff are invited to final EHCP transfers/EHCP review meetings of the Year 6 children;
- where children with SEN-D transfer to another primary school SEN-D records will be forwarded within 15 days of the child ceasing to be registered at LFJS;
- if a child transfers to LFJS during the academic year we will endeavour to obtain the child's records from their previous school, as soon as possible.

The Role of the Governors

The governing body of LFJS is: *“expected to use their best endeavours to meet the needs of the children with SEN.”* (Section 29 Children and Family Act 2014). The governing body must:

- do its best to ensure that the necessary provision is made for any child who has special educational needs;
- ensure that, where the ‘responsible person’ – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- ensure that the teachers are aware of the importance of identifying, and providing for, those children who have special educational needs;
- use their best endeavours to make sure that a child with SEN-D gets the support they need – this means doing everything they can to meet children SEN-D;
- ensure that children with SEN-D engage in the activities alongside children who do not have SEN-D;
- designate a teacher to be responsible for co-ordinating SEN-D provision;
- publish a SEN-D information report containing information of the education of disabled children;
- attend meetings with the SENCo.

Supporting Children with Medical Conditions

LFJS recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN-D and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN-D Code of Practice (2014) is followed.

LFJS puts in place the necessary adjustments to meet the needs of children with medical conditions. This includes:

- facilities to store and give prescribed medicines;
- provision of a space for therapeutic treatments;
- adjustments to the building and provision of specialist equipment for children with physical conditions;
- individual risk assessments for short term medical needs;
- closely following the child’s care plan provided by the relevant medical professionals.

Storing and Managing Information

All documents relating to children SEN and Disability are stored securely and information contained in them is regarded as confidential. These are stored electronically on StaffShared and any paper copies are stored in a locked cupboard.

Policy Success Criteria

At LFJS we aim to provide a variety of approaches in order to maximise the achievement of all children with SEN-D. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches should be flexible in order to recognise the needs of all these children to ensure that work is well matched and differentiated to the specific needs of individuals. The SENCo will monitor planning and teaching at regular intervals (following initial settling in period, from 6 weeks to no more than a term) to ensure that the needs of children with SEN-D are being met. Book monitoring and learning walks also take place on a regular basis.

Monitoring the effectiveness of intervention strategies is an integral part of the review process. Time is allocated to monitor the delivery of interventions to ensure they remain focused on the needs/outcomes of the child.

Children with special educational needs are set 'small step' targets against which progress can be measured. We would expect children to be making steady progress against these targets. An additional resource used by teachers to support the small steps approach are the 'St Luke's Assessment Stages' which break down learning outcomes further and assessments for these stages are supported by the St Luke's Outreach Service.

Teacher assessments and intervention results are used to measure the progress individual children and groups of children with SEN-D make. The SENCo tracks the progress of children with SEN-D in Maths and English termly as well as annually and produces a report. This aims to identify the strengths in practice as well as the areas that continue to require development.

On an annual basis, the DfE produces statistical information relating to the performance of children with SEN-D nationally. This data has been used to compare the performance of our children in comparison to those nationally. Progress for children with special educational needs may also be measured using the P scales/pre-key stage standards for Key Stage 2.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all our children.

Other Related Legislation and Policies

Children and Families Act

Safeguarding and Child Protection Policy

Anti-Bullying Policy

Disability and Equality Policy

Inclusion Policy

Behaviour Policy

Medical Conditions Policy

Accessibility Plan.

This policy complies with the statutory requirement laid out in the SEN-D Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Children and Families Act (April) 2014
- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEN-D Code of Practice 0 – 25 (July 2014)
- School's SEN-D Information Report Regulations (2014)
- Statutory Guidance on supporting children at school with medical conditions (April 2014)
- Teachers Standards (2012).

Review and Monitoring

The SEN-D Policy is annually reviewed, updated and monitored.

Approved by Governing body:

Agreed by the Staff:

Reviewed: September 2021

Reviewed: September 2023

Reviewed: September 2024.