

OAK FARM JUNIOR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The school's SEN policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following documents:

- Equality Act 2010 Advice for Schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND, taking into account the co-operative spirit of current reform.

The governors, staff, parents and pupils of the school work together to enable every child to reach his or her potential through a broad and balanced curriculum. The school is committed to the early identification and assessment of special educational needs so that all pupils may receive an appropriately differentiated curriculum to suit their individual needs. The school promotes a whole school policy towards special educational needs and endeavours to:

- a) foster a climate of acceptance and encouragement where each child is recognised to be of worth and their contribution to the life of the school is valued
- b) to develop, through its organisation, a caring and stable environment in which individuals can develop at their own pace and fulfil their own potential
- c) to work towards developing a child's self esteem, to recognise a pupil's strengths and to use praise and positive reinforcement to achieve good practice

- d) to ensure that teachers regularly re-assess their expectations of pupils with special educational needs and operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- e) to promote a partnership with parents of pupils with special educational needs, valuing their views and welcoming them into the school.
- f) To provide support and advice for all staff working with special educational needs pupils.

At Oak Farm Junior School **every** teacher is the teacher of **every** child including those with SEN. We focus on raising the aspirations of and expectations for all pupils with SEN and we value teamwork to do so.

Mrs L. Dempsey is the Special Educational Needs Co-ordinator (SENCO) who is responsible for co-ordinating Oak Farm's SEN provision. She has been awarded the National award for SEN and is contactable through the school office.

Identification, Assessment and Provision for Pupils with SEND

The school adopts the four staged model of Assess, Plan, Do, Review to identify and assess pupils with SEN as set out in the 2014 SEND Code of Practice.

The school uses a range of information to identify pupils within the 4 broad categories of need outlined in the 2014 SEND code of Practice.

These categories are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

These categories help us plan our teaching so that a child's needs are being met. We do not place them in a category but respond to the child as a **whole**. We understand that at any child can need support at different times, as other aspects of their life impact on progress and attainment. These difficulties are not SEN and can be:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a Looked After Child
- Being a child of a serviceman/woman

How does the school assess a child's need? The following helps teachers and the SENCo build up a picture of the whole child in order to assess the full range of support that may be needed:

- observations on the child's behaviour in the classroom and around the school
- classwork and records, including any from other schools the child may have attended.
- levels of attainment in the National Curriculum, including Key Stage 1 results and optional SATs results
- standardised test results
- discussions with parents about the child's health and development and factors contributing to any difficulty
- the child's own perception of any difficulty and how it might be addressed
- information from health or social services

On the basis of this information, the class teacher will plan a more differentiated approach to their teaching for that child, which may include some small group intervention. The child's progress will be monitored closely and, if no progress has been made after a term, the teacher and the SENCO, in consultation with the child's parents, will decide whether to include the child on the SEND Support Register.

The class teacher remains responsible for working with the child on a daily basis and planning and delivering a differentiated programme to meet the needs of the child.

SEN Support-what happens?

1. This stage is triggered when: a) a decision is made at a pupil progress meeting, by the class teacher and SENCo, in consultation with the parents, that insufficient progress has been made after some focussed support for that child; .

2. A meeting is held with the SENCO, the class teacher and/or the literacy and numeracy co-ordinators if appropriate, to review interventions already tried and plan future strategies and targets. Parents are fully involved. A decision may also be made at this meeting to involve other outside agencies.
3. An Individual Education Plan (IEP) is drawn up by the class teacher, in consultation with the SENCO and external specialists if necessary containing targets which are specific, measurable, achievable, realistic and timed (SMART). Pupils are involved in target setting and parents are consulted. Strategies, amount and frequency of provision, staff involved, success or exit criteria and date of review are recorded on the IEP. IEPs are reviewed termly. Pupils meet with the class teacher or SENCO to decide whether they have achieved their targets. The class teacher then reviews the IEP and new targets are set, taking into account the ascertainable views of the child. Updated IEPs are sent home at the end of every term for parents to understand the progress the child has made towards targets. The class teacher discusses progress of the child during parents evenings and ascertains their views

Statement of Special Educational Needs

1. In exceptional cases, a child may make little or no progress despite the support offered in the SEN support category. When the headteacher, the SENCO, the class teacher, other professionals involved and the parents feel that the needs of the child cannot be effectively met by the resources available to the school, a request for a statutory assessment of the child's needs is made to the LEA.
2. A referral form is completed by the SENCO, in consultation with the class teacher and the headteacher, and the following information is submitted:
 - IEPs
 - Records of reviews of IEPs and their outcomes
 - Relevant medical information
 - Evidence of involvement of social services or education welfare services
 - External specialists' reports and evidence of their involvement
3. The child continues to be supported through School Action Plus until the statutory assessment is completed and the LEA decides whether a statement is necessary.

4. If a statement is issued, the governors of the school are responsible for ensuring that, the funding provided through the statement, is used for that child. The SENCO, in consultation with the headteacher, will allocate resources and arrange additional teaching and/or classroom assistant support.
5. Record keeping, IEPs, liaison between teachers, support staff and external agencies are maintained.
6. The statement is reviewed annually. The SENCO arranges the meeting, inviting by letter, parents, the class teacher, the learning support assistant, the LEA special needs officer, the educational psychologist and any other professional involved. A written review is prepared by the school and the pupil is encouraged and helped to give his/her views in writing. Parents' views are also sought in writing. Others attending are invited to submit written reports at least two weeks prior to the meeting and all reports are then circulated by the school. The meeting is chaired by the headteacher and a report of the meeting is sent to those attending.
In Year 6, the annual review is usually held in the spring or summer term and the secondary school SENCO invited.

The School's SEN Co-ordinator

Responsibility for co-ordinating the day-to day operation of the SEND policy lies with Mrs L.Dempsey.

Arrangements for co-ordinating SEN provision

In collaboration with the Headteacher, the SENCO is responsible for co-ordinating provision for pupils with SEN. The SENCO maintains a provision map which shows the range of support allocated to pupils with SEND across the school. All staff, both teaching and support, have shared responsibility for children with SEND in their care. The SENCO maintains the SEND support register and oversees the records of all pupils with SEND. She liaises with fellow teachers and support agencies and holds meetings with parents. The named governor with responsibility for SEND is Mr. N.McLoughlin.

Allocation of Resources to and amongst Pupils with SEN

a) Pupils with Statements of SEND or EHC Plan:

The school makes up the first £6000 worth of funding and the LEA makes up any additional financial provision for pupils with statements. The school is then responsible for providing the additional teaching or classroom assistant support specified in the statement.

b) Pupils with SEND who do not have an EHC plan:

The LEA allocates funds for pupils with SEND who do not have statements on an annual basis. The level of funding is based on the NC attainment levels of pupils entering the school in Year 3. The school employs a teacher (SENCO) and learning support assistants to work with individual or small groups of children. In addition, all year groups have year group teaching assistants to help support all children in the class and this may include working with pupils with SEND or allowing the class teacher more flexibility to work with them.

An allocated SEN room within the main school building houses some of the resources for SEND and is used for teaching individual or small groups of children.

Facilities for children with SEND, including facilities which increase or assist access by children who are disabled

The school seeks to remove barriers to learning and participation and to offer an appropriate education to all children. Special resources, the adaptation of school procedures and the conduct of staff and pupils reflect this.

Resources such as specialised ICT equipment, writing slopes, Move 'n Sit cushions etc are used. The school works with services such as Occupational Therapy and adopts their recommendations where possible. Classrooms are carpeted to reduce background noise and contrasting colours have been used to help distinguish doorways. Ramps are fitted to classrooms on the ground floor. A lift has been installed in the new extension to the main building but some areas of the building such as the upper hall are only accessible by stairs.

Refer to the school Accessibility Plan for more information.

Arrangements for providing access of children with SEN to a balanced and broadly based curriculum

Children with SEND are fully integrated into classes. Where necessary work is differentiated in the classroom by class teachers and recorded in weekly planning to enable children with SEND to have access to a broad and balanced curriculum. IEPs will identify and address specific needs. Learning support assistants work in the classroom with pupils on the SEND support register, to assist them in accessing the curriculum. Where children are withdrawn for additional teaching to work on targets on their IEPs, the class teacher will ensure that the children do not miss the same lesson every week by adjusting the timetable.

Pupils are admitted to the school according to the Admissions Policy and without reference to ability or aptitude.

Criteria for evaluating the success of the school's SEND policy

The school will:

1. Hold regular review meetings between the class teacher and the SENCO to determine whether IEP targets are being met and progress achieved.
2. Hold regular review meetings with parents to obtain their views.
3. Monitor the SEND support Register, keeping track of progress for these children, including impact of any interventions.
4. Monitor and evaluate data from attainment tests, SATs results and optional SATs.
5. Gain the opinions of the pupils on their progress and how they feel about their support.
6. Consider the opinions of the educational psychologist and specialist advisory teachers regarding the school's performance.
7. Note the behaviour of pupils in the classroom and playground.

The SEND policy will be reviewed annually.

Arrangements for considering complaints about SEN provision

The school has an 'open door' policy. Parents may contact class teachers or the SENCO to voice any concerns. This may be done informally or by appointment. If an issue is unresolved, parents may be referred to the headteacher. A meeting between all those involved will be convened where necessary. Complaints which are not resolved through these channels may be referred to the governors.

Arrangements for SEN in-service training

The school recognises the need for SEND training for all teachers, support staff and governors. This includes the induction of new staff and the updating of existing expertise. Training will be arranged in consultation with the Staff Development Co-ordinator and may draw on a range of institutions and providers. Current training needs are reflected in the Staff Development Plan. New staff are given individual induction on the SEND policy by the SENCO.

Links with external support agencies

The school values the contribution of external agencies in identifying, assessing and providing for the needs of children with SEND. Services which may be consulted include specialist teachers of pupils with visual, hearing and language impairments, borough advisory teachers, educational psychologists, speech and language therapists, occupational therapists, the borough Behaviour Support Team, the Educational Welfare Service, Social Services, the school nurse etc. Communication between the School and these services is viewed as crucial. In order to aid teacher's knowledge of individual children, an Inclusion Folder can be found in each classroom that contains any specialists' reports that may exist on children in that classroom.

Arrangements for partnership with parents

The school seeks to work in partnership with parents to provide the best possible education for all children. Parents of children with SEND will be fully involved in the identification and review procedures. Parents are encouraged to become actively involved in supporting their children at home with specific aspects of learning or behavioural programmes. Parental permission is sought before external agencies are involved.

Parents are informed of the LEA 'Parent Partnership Scheme' and of voluntary organisations providing support on areas of SEND.

Links with other schools

The vast majority of children in Year 3 transfer from Oak Farm Infant School. Junior staff, both teaching and learning assistants, liaise with Year 2 teachers about children with SEN. The Junior School SENCO meets with the Infant School SENCO to discuss pupils' needs. The Junior school SENCO attends the annual review meeting for Year 2 pupils with statements of SEND. All SEND records are transferred.

Secondary colleagues visit the school in Year 6 and are fully informed about children with SEND. As far as possible, annual review meetings for pupils with statements are held in the spring or summer term of Year 6 and secondary school SENCOs invited to attend.

The SEND policy should be read in conjunction with the school's Accessibility policy and the school's Disability Equality Scheme.

Revised July 2014

