

Oakley C.E. Junior School

SEN Policy 2016

Date : May 2016

Headteacher : Steve Rich

Signature :

New Review Date : May 2017

Introduction

Oakley Junior School are committed to meeting the needs of all our pupils. We aim to enable pupils with Special Educational Needs (SEN) to achieve their full potential, to be included fully in our school community and to make a successful transition to secondary school.

The Special Educational Needs Coordinator, Caroline Sheldon is undertaking the Post Graduate Certificate of Special Educational Needs Accreditation and works closely with Chris Garrett (SEN Governor) to ensure that this SEN policy works within the guidelines and inclusion policies of the SEN Code of Practice (2014).

What are Special Educational Needs?

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Taken from the SEN Code of Practice 2014)

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Objectives

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- The needs of children with SEN are identified and assessed quickly and appropriate support is put in place.
- The school liaises and works in partnership with the parents/carers of children with SEN and the views of the parents/carers and children are taken into account.
- A high level of staff expertise to meet pupils needs is built upon, through well targeted continuing professional development.

- To ensure support for pupils with medical conditions involve full inclusion in all school activities by consulting with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's SEN.
- Reasonable adjustment is made to ensure that all children have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the LEA and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENCO and individual teachers to ensure all children have equal access to succeeding in all subjects.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Identification, Assessment and Provision

Children with SEN are identified as early as possible. There is close liaison with Oakley Infant School to identify transferring children who need additional support. In October and May each year, all children complete an NFER Reading test, which gives a standardised reading score for their age. In addition to this, all children are screened using Language Link to assess their receptive language skills soon after they turn 8 years old.

A child will be put on the Special Needs Register when he/she requires interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

Criteria for the SEN Register:

Despite a targeted approach to the child's area of weakness, if little or no progress has been made the child will be placed on our SEN Register and an Individual Education Plan will be formulated.

The child may have needs in one or more of the following areas:

- difficulty in developing literacy and numeracy skills
- presents with persistent emotional or behavioural difficulties
- sensory or physical difficulties and specialist equipment has been provided
- communication and/or interaction difficulties

External support services are needed to provide additional support/advice when little or no progress has been made following the interventions at SEN Support. The child will be working substantially below that expected of children of a similar age and substantial barriers to learning have been identified.

Education, Health and Care Plans (EHCP):

A request for an Education, Health and Care Plan will be made following a reasonable amount of time the child still continues to make little or no progress, despite the provision made in school. Hampshire Children's Services clearly outline the criteria for EHC Plans under four areas of need:

- Communication & interaction
- Cognition & learning
- Social, Mental & Emotional Health
- Sensory and/or physical disability

Individual Education Plans

All children on the SEN Register have an Individual Education Plan (IEP). The plans have specific, measureable, achievable, realistic and timed targets so that children, parents and adults in school know what they need to do to make progress.

The identification and assessment of the Special Educational Needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the difficulties are due to limitations in their command of English, or arises from SEN.

The Role of The SENCO and what Provision looks like at Oakley Junior School

The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. We use a variety of teaching strategies and approaches to provide differentiated work to meet individual needs in the classroom and ensure that all pupils are provided with a balanced curriculum. Subject coordinators address the needs of SEN pupils in their planning. The LSAs work closely with the teachers to ensure that learning from intervention is transferred to the classroom and the children are well supported.

There are regular meetings and discussions between school staff to identify appropriate support and interventions. A range of Wave 3 interventions are available for intensive 1:1 support. Resources are regularly reviewed and updated.

The Special Educational Needs Coordinator (SENCO) Caroline Sheldon has responsibility for:

- Overseeing the day to day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Liaising with and advising teachers.
- Overseeing the records of all children with SEN.

- Liaising with parents of children with SEN. The relationship is crucial to the effectiveness of any school based action and to ensure educational progress is made and maintained. Parents are fully informed and involved at all stages to provide a joint learning approach at home and in school. IEPs are sent home, reviewed and agreed on a termly basis. Parents' Evenings are held in autumn and spring term, where there are also opportunities to meet with the SENCO and Headteacher.
- Contributing to the INSET training of all staff to improve their knowledge and understanding of a range of areas of SEN. Giving them practical ideas to support children with SEN.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer. Meetings between SENCOs are organised during the summer term and records are passed on to receiving schools.
- Liaising with external agencies. These include SEN Officers and Inspectors; Educational Psychologists; Speech and Language Therapists; Occupational Therapists; CAMHS; The Inclusion Service; Specialist Advisory Teachers and Child and Family Services.
- Coordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular monitoring visits to classrooms to oversee the progress of children on SEN Support. Also to ensure that children with SEN are being given Quality First Teaching (QFT)
- Having regular meetings with LSAs to keep them informed and to provide in house training and support.

Complaints

In the first instance, the school's complaints procedure should be followed. Where complaints cannot be resolved, parents/carers have the right to appeal to the SEN tribunal.

Monitoring and evaluating the success of SEN provision

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO is involved in supporting teachers in drawing up Individual Education Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

At Oakley Junior School we monitor the impact of SEN provision by:

- reviewing IEPs termly to see if personal targets are achieved
- monitoring progress at Pupil Progress Meetings termly
- monitoring the teaching and learning in each classroom
- monitoring the impact of Wave 3 interventions
- visits made by the SEN Governor
- progress updates to Governors
- discussing progress with parents and children

The role of the Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has agreed that children with Special Educational Needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

This policy should be read in conjunction with the school policies on Behaviour, Safeguarding and Complaints

Signed:

Dated: May 2015

Review Date: March 2016

Glossary of terms:

CAMHS	Child and Adolescent Mental Health
EHCP	Education, Health and Care Plan
IPA	Inclusion Partnership Agreement
LEA	Local Education Authority
LSA	Learning Support Assistant
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator