

ST GEORGE'S



JUNIOR SCHOOL

S H R E W S B U R Y

**SPECIAL EDUCATIONAL NEEDS & DISABILITY
POLICY - JANUARY 2016
REVIEW – JANUARY 2017**

Introduction

At St George's Junior School we provide a broad and balanced curriculum for all children. The International Primary Curriculum (IPC) is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

In line with SEN Code of Practice, we pride ourselves on Quality First Teaching which facilitates inclusive teaching and learning for all. We remain aware of the children who have particular learning requirements that create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs or a disability. An integral part of Quality First Teaching requires teachers to take account of these needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We seek to ensure all children are fully included in all aspects of school life.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational and/or disability needs of each child; to ensure that the special educational and/or disability needs of children are identified, assessed and provided for
- to make clear the expectations of all partners, including the family, in the process
- to identify the roles and responsibilities of staff, governors and parents/carers in providing for children's special educational and/or disability needs
- to enable all children to have full access to all elements of the school curriculum and school life
- to provide support and advice for all staff working with pupils with special educational needs

Definition of Special Educational Needs and Disability

Pupils with Special Educational Needs and Disability will include those pupils with additional needs who require specific interventions to support learning or special accommodation for physical disability. Pupils who come within the remit of the school's SEND policy are those pupils who have one or more of the following:

Communication and Interaction

- Specific Language Impairment (SLI)
- Autistic Spectrum Disorder (ASD)

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD)

Social, Emotional and Mental Health Difficulties

- Anxiety
- Depression
- Withdrawal
- Attention Deficit Hyperactivity (ADHD)
- Attention Deficit Disorder (ADD)
- Attachment Disorder

Sensory and/or Physical Needs

- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Impairment (PI)

Some learning needs can be supported from within the school's own learning support provision; however other needs will require specialist support from outside agencies. At all times we identify the needs of pupils by considering the needs of the whole child.

Educational inclusion

Through appropriate 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

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

The role of the Special Educational Needs and Disability Coordinator (SENDCo)

The school's Special Educational Needs and Disability Coordinator is Mr P Glover who is also the Deputy Headteacher.

The role of the Special Educational Needs and Disability Coordinator (SENDCo) is:

- To manage the day-to-day operation of the policy
- To co-ordinate the provision for and manage the responses to children's special needs and disabilities
- To support and advise colleagues and offer training
- To maintain the school's SEND register
- To contribute to and manage the records of all children with special educational needs or disabilities

- To manage the school-based tracking and assessment and complete the documentation required by outside agencies and the LA;
- To act as the link with parents
- To maintain resources and a range of teaching materials to enable appropriate provision to be made
- To act as link with external agencies and other support agencies
- To monitor and evaluate the special educational needs provision and reports to the governing body, working alongside the SEND governor
- To manage a range of resources, people and material, linked to children with special educational needs or disability

The Role of the Governing Body

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs or disability. The governors ensure that all teachers are aware of the importance of providing for these children. The SENDCo and the link governor with special responsibility for SEND, Mark Davies, meet regularly on a termly basis.

Admission Arrangements

The governing body has decided that children with special educational needs or disability will be admitted to the school in line with the school's agreed admissions policy.

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Educational Health Care Plan (EHC Plan), which is currently replacing Statement of Special Educational Needs.

The Headteacher informs the governing body of how the funding allocated to support special educational needs and disability has been employed.

The Headteacher and SENDCo meet annually to agree on how to use funds directly related to EHC Plans. The SENDCo compiles the resources bid when the school is planning for the next school development plan.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

This is recorded on an initial concerns form and signed by the parent/carer.

The class teacher and the SENDCo assess, track and monitor the children's progress in line with existing school practices. This is done on a termly basis when formal assessments have been completed. Intervention maps will be monitored half termly against progress towards SMART targets.

The SENDCo works closely with parents, teachers and the child to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. This may include P Scales, SMART targets on intervention maps or individual provision maps (for children with EHC Plans) Assessment should be quantitative and qualitative.

In line with the revised Code of Practice (September 2014) the school has adopted the Graduated Response for children with Special Educational Needs or Disability:-

- Request for Statutory Assessment may be initiated by the school with a view to developing an Educational Health Care Plan (EHC Plan).
- The LEA considers the need for statutory assessment and can order multidisciplinary assessment. It may then issue a formal EHC Plan.
- Children currently with a Statement of Educational Needs will need to be transferred to an EHC Plan.

The LEA seeks a range of advice before making a formal decision. The needs of the child are considered to be paramount in this.

In response to parental, school or medical requests for children with emotional needs/multi-agency involvement, the school can access support from the Early Help by holding an EHAF meeting. Invariably the SENDCo takes on the role of the leading professional and all agencies and parents/carers are invited to attend.

Access to the curriculum

All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Intervention Maps identify the needs of individuals requiring additional and specific support. They detail SMART targets and are evaluated half termly. Individual Provision Maps are provided for children with an EHC Plan or Statement of Educational Needs. They detail long term objectives as well as SMART targets.

They are evaluated termly and the child is asked to comment on and contribute to this process. Teachers and children share the targets, enabling the child to monitor his or her own success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However, there are times when we ask the children to work in small groups, or in a one-to-one situation, outside the classroom to maximise learning.

Dispute Resolution

Any parent who is dissatisfied with any aspect of SEND provision should first seek to discuss this with the class teacher or SENDCo or in the second instance, with the Headteacher. If concerns remain, the link governor with responsibility for SEND, Mark Davies, will bring the dispute to the attention of the governors, if appropriate.

Continuing Professional Development

The SENDCo will attend appropriate courses and will endeavour to keep up to date with current practice. There will be regular input at staff meetings and consultation with class teachers and support staff as well as regular updates to the governing body.

External Support

The school, when necessary, will consult with specialist teachers, the Behaviour and Learning Support Service, educational psychologists and advisers to provide for the needs of the children. The school also works in close partnership with the LA which provides information about the range of services locally available.

Partnership with parents

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and ensure confidentiality at all stages of interaction.

The progress of children with special educational needs or disability is discussed between parents and class teachers twice a year at parent consultations. Children with an EHC Plan have an annual review attended by parents and other professionals involved. Additional meetings are arranged when required. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Transition Arrangements

We recognise that transitions can be a particularly difficult and potentially stressful time for a child with SEND and take steps to ensure that any transition is as smooth as possible. A transition programme is devised annually with our main feeder school; Woodfield Infant School, and for pupils moving on from St George's to their chosen secondary school.

From Woodfield Infant School to St George's Junior School:

During the summer term, the SENDCO's and learning mentor's meet from each school to discuss those individuals that will need more support during the transition between year 2 and year 3. Staff are invited to observe individuals in a range of situations in order to gain a full understanding of their specific needs.

Extensive transition arrangements will be in place for all children - working with year 3 children on projects, through music, taster days, assemblies etc. Opportunity for Children on SEN Support to come to St George's more often with their TA can be arranged, so they start to build strong relationships with the staff at St George's. During these visits, children will familiarise themselves with the setting and become more comfortable with the school and staff. Some children will benefit from making a transition booklet, containing information and photographs about the people, routines and the geography of St George's. This can then be referred to during the school holidays.

From St George's Junior School to Secondary School:

As well as the scheduled open days and transition days at all secondary schools, our learning mentor leads an extensive transition support programme for children on SEN support including small group work and further visits to their secondary setting. There is also a further transition programme that is led by CAMHS (Child and Adolescent Mental Health) if needed, which takes place at a number of secondary schools.

Our transition programme involves a number of workshops covering:

- Worries about moving up
- Differences and similarities between key stage 2 and key stage 3
- Practical activities focusing on timetables, secondary school planners, organisational skills, friendships/communicating with new people
- Who to ask and how to ask for help
- Opportunities to look at scenarios and discuss possible outcomes for situations that may crop up in key stage 3

- Supported visits to secondary schools for some children, to practice the walk or cycle ride to school

Monitoring and Evaluation

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo liaises with staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCo is involved in supporting teachers and support assistants in drawing up intervention maps and individual provision maps. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCo and Mark Davies, the SEND link governor, also hold regular meetings.

Data Protection

Pupil information, Pupil Centered Plans (PCP) ,Education Health Care Plans and reports from outside agencies will be kept securely so that unauthorised persons do not have access to them. Documents will not be disclosed without the consent of the child’s parents, except for specified purposes or in the interests of the child.

This policy was adopted by the School Governors on:

Signed by:

.....GovernorHeadteacher