

## Special Educational Needs Policy

Date	Review Date	Coordinator
September 2017	September 2018	K. Imeson

This policy is a working and reference document for the staff of Charlton Kings Junior School. It will be reviewed annually and is available to all staff, parents, governors, inspectors and other visitors to the school.

The policy has been written with the knowledge and collaboration of the whole staff and links with other school policies including

1. Accessibility Policy
2. Admissions policy
3. Anti-Bullying Policy
4. Child protection Policy
5. Equal Opportunities Policy
6. Looked after Children Policy
7. Supporting Pupils with Medical Conditions Policy
8. Safeguarding Policy

The policy has been written to comply with the Special Educational Needs and Disability Code of Practice 2014. If you require further information about the provision for SEND in the school, or required this policy in an alternative format, please contact the Special Educational Needs Co-ordinator (SENCO) Karen Imeson

- Email [senco@charltonkings-jun.gloucs.sch.uk](mailto:senco@charltonkings-jun.gloucs.sch.uk)
- Phone 01242 526171

### Aims

At Charlton Kings Junior School we value the individuality of all of our children, irrespective of need and we aim to provide an environment in which all children can reach their full potential.

The school recognises that for some children their individual needs become Special Educational Needs. In order to identify and meet these Special Educational Needs and to ensure the best outcomes are achieved for each child the school works closely with parents and follows the guidelines set out in the SEN Code of Practice 2014. We want pupils to leave our school as confident individuals equipped to cope to the best of their ability with the challenges of the next step in their learning.

### Objectives

We use our best endeavours to:

- ensure access to the curriculum for all pupils
- identify and meet the needs of pupils who have special educational needs
- work in partnership with parents and carers
- work in partnership with outside agencies when a multi-professional approach is needed to meet the needs of the pupil
- work within the guidance provided in the SEND Code of Practice 2014
- choose the most appropriate form of intervention to ensure good learning outcomes.

## Identifying Special Educational Needs – Please also see appendix 1 for our detailed step by step identification process.

The SEN Code of Practice 2014 definition of special educational needs is-

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*

The SEN Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need.

1. **Communication and Interaction** (This could include pupils on the autism spectrum)
2. **Cognition and Learning** (This could include pupils with dyslexia)
3. **Social, emotional and mental health difficulties** (This could include pupils with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.)
4. **Sensory and/or physical needs** (This could include pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI))

However, it is important to take into account that a child can have needs which do not fit just one area. At Charlton Kings Junior School, while having regard for these categories of need, we consider the whole range of needs and strengths of the child. This helps us match our provision to the pupil's need.

We are aware that slower progress and lower attainment do not necessarily mean that a child has SEN. We also look for pupils who may achieve in line with expectations for their age but who could have SEN. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEN. These include disability\*, attendance at school, health, English as an additional language, being a looked after child, being in receipt of pupil premium or being the child of service personnel.

Where unacceptable or unusual behaviour is a concern we will investigate the underlying causes of the child's actions to discover the reason for their actions. Behaviour is not a need but a likely response to a need.

*\*Many children who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. SEN Cof P 2014*

## A Graduated Response to SEN Support

At Charlton Kings Junior School class teachers are responsible and accountable for the progress of their pupils.

### Wave 1

We believe that high quality teaching which is skilfully differentiated to support individual needs is the best first approach for all pupils.

### Wave 2

However there are times when despite high quality class teaching, some pupils do not make adequate progress towards the desired level of outcome for that pupil. These could be pupils who are underachieving and need to make accelerated progress but will not necessarily be pupils with special educational needs. At this point the class teacher will review the possible barriers preventing the pupil's progress. Parents, and where it is felt appropriate pupils themselves, will be invited to be involved in this process. Once the possible barriers to learning have been identified, appropriate short term interventions will begin. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN. These Wave 2 interventions are recorded on the class provision map.

### **Wave 3**

If a pupil is still not making expected progress in any area despite high quality class teaching and Wave 2 support it is possible they will have SEN. The class teacher and SENCO will review all of the information gathered on the pupil and discuss the next steps with the parents/carers. The four stage process of: *assess, plan, do, review* described in the Code of Practice (see below) will be used to support the intervention programmes for each pupil. At this stage the pupil will be recorded on the SEN register under the category of SEN Support. Parents/carers will already be aware of the difficulties their child is experiencing through earlier involvement but they will receive a written confirmation that their child is on the SEN register. All Wave 3 interventions are recorded on the class provision map

#### **Using the 'Assess, Plan, Do, Review Cycle' to support learning**

##### **Assess**

The class teacher and SENCO will use the assessment data held by the school plus the teacher's own assessment information on the pupil to identify the pupil's need. Parent/carers will be asked to contribute to this information gathering and assessment process.

##### **Plan**

Class teachers with the SENCO will plan specific strategies (which may be supported by staff from outside agencies) to tackle the learning difficulty experienced by the child. We will involve parents/carers and where appropriate the pupil in this process. An intervention log called a 'My Plan' will be completed. This will set out what the pupil's difficulty is, what intervention is to be used to enable the pupil to overcome their difficulty, the pupil's starting level and the outcome to be achieved in the given time. Parents/carers will be given a copy of the My Plan.

##### **Do**

The pupil will work on the intervention regularly and frequently. Although the intervention may be delivered by a trained teaching assistant, the class teacher is responsible for the progress the pupil makes. The adult running the intervention will keep accurate records about the progress being made and will contribute to the review of the intervention. We will ask parents/carers to work with us to support their child's learning. We may ask them to do specific things at home and to keep in regular contact with us.

##### **Review**

At the end of the intervention period the pupil's progress will be assessed. Based on this, the class teacher and SENCO, in consultation with parents/carers, will plan the next step. Outside agency advice will be sought if the pupil continues to show a lack of progress.

**We follow the structure of the Gloucestershire model of support, which is a single graduated pathway of Early Help and Support for children, young people and families.**

### **My profile**

As a school we have chosen not to ask every child to complete a one page My Profile. The information gathered on this form is either already held by the school or is discussed in PSHE lessons.

### **My Plan**

As soon as a child is identified as having additional needs that need extra support, an intervention log called a My Plan is completed which identifies the needs, outcomes and actions needed to address the identified needs. Timescales are set for measurable outcomes to be met. Parents are invited to be a part of this process and are encouraged to support their child at home. At the end of the intervention period the child's progress is reviewed and depending on progress, the intervention may end or continue if necessary.

### **My Assessment & My Plan+**

Where a child has more complex needs that require assessment and intervention from a number of different agencies, the My Assessment & My Plan+ format is used. This can be used to inform the statutory Education, Health and Care Plan application process should that become necessary in the future.

### **Education, Health and Care Plan**

If, despite our best endeavours a pupil does not make expected progress or the gap between the pupil's level of attainment and their expected level widens we will consider requesting an Education, Health and Care needs assessment in consultation with parents/carers.

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have an Annual Review of their statement/plan.

### **Exiting the SEN register**

Once a child has reached and maintained the level of attainment appropriate for their age for at least one term they will be removed from the SEN register. If outside agencies have supported the pupil their advice will be sought before removing a pupil from the SEN register. Parents/carers will be informed that their child is no longer on the SEN register. The pupil will continue to be closely monitored by the class teacher to ensure they continue to make acceptable progress by accessing high quality differentiated class teaching and Wave 2 support if necessary.

### **Supporting Pupils and Families**

Please refer to our SEN Information Report and the Gloucestershire Local Offer. Links to these are on the SEN page of our web site. Both explain in detail how parents/carers can access a range of support.

We aim to work in partnership with parents to achieve the highest possible outcomes for all children. The child and their needs must be at the centre of all decision making. Parents will be invited to participate in the planning and implementation of strategies to support their child from the earliest possible time. Where it is appropriate, the child may also be involved in discussions about their learning.

## Supporting Pupils at School with Medical Conditions

We recognise that pupils 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 of these pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the school's policy for supporting pupils with medical conditions for information about the arrangements in place to support pupils at school with medical conditions.

## Bullying

Please see the anti-bullying policy which can be found on the Governors' page of our web site

<http://www.charltonkings-jun.gloucs.sch.uk/Governors/Policies/Anti-Bullying2014.pdf>

## Monitoring and Evaluation of SEND

The progress of pupils with SEN is closely monitored by class teachers on a regular basis as part of the planning, teaching and assessing cycle. Formative assessments are used at the end of each term and results are scrutinised by the Senior Leadership Team and class teachers. Book looks, learning walks, and School Improvement Partner visits are used throughout the school year to monitor learning.

## Training and Funding

Staff are trained in how to best support vulnerable learners in order to maximise their achievement. This is either through sharing good practice from within the school or through the use of external training courses which are relevant to the needs of the current cohort. Staff are encouraged to identify their own training needs in advance of receiving a child or group of children with SEN. The school's SENCO regularly attends SENCO cluster meetings in order to keep up to date with local and national updates in SEND. The school is a member of Nasen (The National Association for Special Educational Needs) a charitable organisation that aims to promote the education, training, advancement and development of all those with special and additional support needs.

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:

1. **Core Funding**- this is the money schools receive based on the total number of pupils in the school
2. **Additional Support Funding**- this is the funding received by school to help meet the needs of pupils with special educational needs both at the 'SEN Support' level and also the initial costs of pupils with EHCPs. (School is expected to use the notional SEN budget to pay for up to £6000 of SEN provision)
3. **Top-Up Funding**- this is provided by the Local Authority where resources in excess of £6000 are required by a pupil as set out in their EHC plan.

## **Child Protection and Safeguarding for children with special educational needs and disabilities**

As a school we are aware that additional barriers can exist when recognising abuse and neglect in this group of children and we will ensure any indicators of possible abuse are identified early and not assumed to be related to a child's SEND.

Staff know that:

- They should not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration as to their cause.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.
- Communication barriers and difficulties may make it difficult for children to express their concerns.
- They must overcome any reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child may not have an understanding of abuse.
- Some children with SEND can be very isolated

The Senior Team, particularly the SENCo, will maintain close monitoring of children with SEN.

## **Roles and Responsibilities**

### **Governors**

The Governors support the school with strategic decision making and in evaluating the quality of the learning experience for all children through the employment of the School Improvement Partner.

Link Governors for SEND and Looked After Children routinely visit the school to evaluate its policies and practice.

### **SENCO**

The current SENCO has over 14 years' experience in the role and has a post graduate certificate in specific learning difficulties.

At Charlton Kings Junior School the SENCO is a member of the Senior Leadership Team. The SENCO's role includes

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of resources, including teaching assistants, to meet pupils' needs effectively
- liaising with parents of pupils with SEN

- being a key point of contact with external agencies
- liaising with feeder schools to ensure smooth transitions between schools occur for SEN pupils
- ensuring that the school keeps the records of all pupils with SEN up to date

### **Class teachers**

At Charlton Kings Junior School class teachers are responsible and accountable for the progress of their pupils. They differentiate work to ensure pupils of all abilities are challenged as they work towards ambitious targets. Class teachers work with the SENCO to implement strategies which support the learning of pupils with SEN.

### **Teaching Assistants**

Teaching Assistants are deployed to support the learning in school. They work alongside the class teacher and their work is planned and directed by the class teacher. Teaching Assistants work with pupils of all abilities and are trained to run interventions for SEN pupils.

### **Designated Teacher with specific Safeguarding responsibility**

- Lee Pajak Headteacher
- Karen Imeson SENCO

### **Teacher responsible for managing Pupil Premium Funding**

- Louise Johnson

### **Teacher responsible for managing the schools responsibility for meeting the medical needs of pupils**

- Sue Selwood Deputy Head

### **Storing and Managing Information**

Information about pupils is treated as confidential and is kept in lockable filing cupboards. Each class teacher has a file for storing information concerning their SEN pupils which is kept in a locked or secure place.

SEN information is passed to SENCO of the pupil's next school in a secure manner.

### **Dealing with Complaints**

Our policy is to solve any disagreement at the lowest level. We seek to provide the best opportunity for all children and any complaint should be discussed with the appropriate staff member in the first instance. If you wish to make a complaint about the service you receive please follow the procedures set out in the complaints policy which can be found on the school website.

### **Reviewing the Policy**

This policy will be reviewed annually.

### **Useful Links**

#### **SEN Information Report**

Our SEN Information Report can be found on our web site on the SEN page.

<http://www.charltonkings-jun.gloucs.sch.uk/>

Phone 01242 526171

September 2017

## The Gloucestershire Local Offer

<http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

### Special Educational Needs and Disability Information Advice and Support Service

SENDIASS Gloucestershire provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

<http://sendiassglos.org.uk/>

Freephone telephone helpline **0800 158 3603** available Monday to Friday 9.00 am – 5.00 pm all year round. Callers who are using a mobile phone can dial **01452 389345** as alternative.

**The policies listed below are available on the school web site, they can be found on the Governors' page.**

<http://www.charltonkings-jun.gloucs.sch.uk/>

- Accessibility Policy
- Admissions policy
- Anti-Bullying Policy
- Child protection Policy
- Equal Opportunities Policy
- Looked after Children Policy
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- Safeguarding Policy

Designation	Name	Signature	Date
Head Teacher	Lee Pajak		
Chair of Governors	Caroline Parker		
SEN Governor	Caroline Parker		

**Appendix 1 How we identify pupils with SEN at CKJSHow we identify pupils with SEN at CKJS**

Steps to identification	Pupils identified by previous setting	Staff have concerns about a pupil – they are not making expected progress despite receiving high quality, differentiated work as part of universal provision through quality first teaching.
		<p><b>Step 1 Identify the barriers to learning</b> Class teacher to investigate the problem – analysis of pupil’s needs</p> <ul style="list-style-type: none"> <li>• what are the origins of the problem?</li> <li>• what are the pupil’s needs?</li> <li>• what are the needs that aren’t being met?</li> <li>• what needs to be different for the pupil?</li> <li>• what is impacting on and maintaining the difficulty or need?</li> </ul> <p><u>Evidence to support the investigation may include</u></p> <ul style="list-style-type: none"> <li>• teacher’s professional experience</li> <li>• work in books</li> <li>• school assessment data</li> <li>• pupil’s performance in relation to their peers</li> <li>• results from any standardised assessments</li> <li>• observation records</li> <li>• discussions with other staff</li> <li>• discussions with parents</li> <li>• discussions with the pupil</li> </ul> <p><b>Step 2 Plan of action to be drawn up</b></p> <ul style="list-style-type: none"> <li>• Gather baseline data – e.g phonic assessment, number bonds, behaviour record</li> <li>• Decide what will be done differently to help the pupil ( e.g. reduce copying from the board, seating arrangements, visual aids, concrete apparatus, give longer to think/respond to questions)</li> <li>• Ensure TA knows how to use scaffolding techniques to encourage as much independence as possible</li> <li>• Identify the objectives and exit criteria for any intervention – complete an intervention log - SMART</li> <li>• Record concerns on class provision map and complete a concerns form.</li> </ul> <p><b>Step 3 Make the changes/ start intervention</b></p> <ul style="list-style-type: none"> <li>• Record changes , observations, improvements, problems etc</li> </ul> <p><b>Step 4 Review progress</b> after 6 weeks</p> <ul style="list-style-type: none"> <li>• Has the child made progress, achieved the intended outcome? Evidence of transfer of learning should be seen in books, behaviour etc</li> <li>• Has anything changed for the pupil or is further intervention needed?</li> <li>• Has the right intervention been used?</li> </ul> <p><b>Step 5 Taking it further</b></p> <p>If, despite high quality intervention/ support for at least 2 intervention cycles the pupil is not making progress the class teacher should consider</p> <ul style="list-style-type: none"> <li>• Altering the intervention based on the evidence obtained from the first interventions</li> <li>• Discussing the problems with SENCO</li> </ul>
Pupils put on SEN list	Automatically go onto our SEN list and are part of the review cycle	<p><b>Step 6</b> SENCO to investigate further using standardised tests, discussions with staff, parents, observations of the pupil, school assessment data. If appropriate, the pupil will be placed on the SEN list.</p> <ul style="list-style-type: none"> <li>• Senco will help to determine if the gap is significant based on age expectations for all children not just CKJS pupils</li> </ul>
If a pupil is removed from the SEN list they will be closely monitored for a term by the class teacher to ensure progress is maintained.		<p><b>Step 7 Wave 3 Interventions –see Waves of Provision document</b></p> <p>The pupil will be supported using the Gloucestershire graduated pathway- My Plan, My Plan +, EHCP</p>