



# Faringdon Junior School

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**Part of the Faringdon Learning Community**

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## **SPECIAL EDUCATIONAL NEEDS POLICY 2015**

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## Section A: **SCHOOL AND CHILDCARE ARRANGEMENTS**

### A1 Definition

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under section 21 of the Children and Families Act 2014.

A child has special educational needs if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.

## **A1 AIMS AND OBJECTIVES:**

The governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop their full potential and become confident, independent individuals.

We aim to:

- Ensure that our curriculum is responsive to all children whatever their individual need
- Promote positive attitudes and individual confidence, ensuring all children experience success
- Identify, assess, record and regularly review pupils' special educational needs
- Encourage parents/carers to be involved in planning and supporting all stages of their child's development
- Make effective use of support services

## **A2 ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs is a matter for the school as a whole.

### **A2.1.1 Governors**

The Governors of the school, together with the headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for pupils with special educational needs. They determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the headteacher and SENCo.

### A2.1.2 SENCo

The Special Educational Needs Coordinator (SENCo) Sarah Barrett works closely with all the staff, The Special Needs Advisory Support teacher (SNASt), parents and outside agencies ensuring the best possible provision for children with special educational needs.

The SENCo is responsible for:

- overseeing the day to day operation of the school's SEN Policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress, linking with class teachers
- maintaining the schools SEN register
- Looked after children with SEN designated teacher alongside Looked After lead teacher - Headteacher
- advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- liaising with early years settings, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with other schools to ensure SEN pupils and their parents are informed about options and a smooth transition is planned
- Supporting the Deputy in their role as TA line manager in managing TAs.
- supporting the professional development of teachers and teaching assistants
- regularly liaising with governor's representatives

### A2.1.3 Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed.

### A2.1.4 Teaching staff and teaching Assistants

Class teachers contribute to the development of the schools SEN Policy and fully implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach of monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## **A3 CO-ORDINATING AND MANAGING PROVISION**

The SENCo meets with class teachers to give support and advice. SEN policy and provision are discussed regularly in order to raise the achievement of children with SEN. Special

needs provision is an integral part of the School Development Plan and the school uses provision mapping to monitor support. The SENCo monitors the placement of teaching assistant support throughout the school which is dependent on the special needs requirements and this placement may change as the needs of the children change.

Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents of pupils with statements of Special Educational Needs or Education Health Care Plans at an Annual Review.

#### **A4 ADMISSION ARRANGEMENTS**

Faringdon Junior School is a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (section 316), the school will admit a child with a Statement or Education, Health care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children.

#### **A5 SPECIALISMS AND SPECIAL FACILITIES**

When admitted to Faringdon Junior School, children's specific needs are discussed with parents/carers and specialist advice is sought from other support agencies as appropriate. In addition, the Common Assessment framework (CAF) and Team Around the Child (TAC) process can be used to support change and engage additional support from other professionals.

B2.1.1 Criteria for identifying SEN may include:

- a child's early history and/or parental concern
- low entry profile
- a pupil's lack of progress despite a differentiated curriculum and quality first teaching
- low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- requiring greater attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems

The SENCo and the class teacher, together with specialists consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed with pupils and parents and progress is reviewed regularly.

An Education, Health and care assessment by the local authority may be considered by the school and parents where SEN support has not provided expected outcomes. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the pupil and teacher, agree aspirations.

### B2.1.2 Provision

Provision for pupils with SEN is additional to or different from that provided as part of the school's usual differentiated curriculum and strategies. It is a response to pupil's individual needs. Such provision is recorded on the SEN Pupil Profile.

### B2.1.3. Categories of special educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs, Autistic Spectrum Disorder including Asperger's and Autism
- Cognition and learning: Learning Difficulties, Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder.
- Sensory and/or physical: Hearing Impairment, visual Impairment, Physical disability, multi-sensory impairment

### B2.1.4 Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the Individual Health care Plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (see appendix A *Department for Education 2014 Supporting Pupils with Medical Conditions policy*).

## **B3 CURRICULUM ACCESS AND INCLUSION**

Faringdon Junior School is an inclusive school, giving a sense of community and belonging through;

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

## **B4 EVALUATING SUCCESS**

Parents/carers, teachers and pupils meet regularly, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by senior leadership, (SENCO, Headteacher, subject coordinators)
- Analysis of pupil tracking data and test results
  - For individual pupils
  - For cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of pupil profiles and review meetings with teachers and parents
- The school development plan

## **B5 COMPLAINTS PROCEDURES**

If a parent or carer is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the headteacher directly. The Parent partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parent/carers are advised to contact the Headteacher and follow the school's Complaints Procedure.

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **C1. STAFF DEVELOPMENT**

Faringdon Junior School is committed to gaining further expertise in the area of special needs education. Sharing and implementing good inclusive practice, involves training for all staff through whole school INSET, training sessions, external courses, staff meetings, SENCo and TA meetings, attendance at county briefings and the reading and discussion of national documents on SEN. Individual staff development for a nationally recognised qualification is provided by various higher education institutions.

Arrangements for the induction of new members of staff including newly qualified teachers (NQTs) regarding SEN practice are outlined in the staff handbook.

### **C3 PARTNERSHIP WITH PARENTS**

Our school believes that good communication between school staff and parents/carers is essential so that both can share their knowledge and expertise about the child. This is important in enabling children with special educational needs to achieve their potential.

Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is an opportunity for parents to discuss their child's needs, progress and strengths at parent interviews and special needs review meetings.

Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties. Parents are consulted and permission sought before involving outside agencies. Information about Parent Partnership Service is given in the Family Information Service available on the Oxfordshire local Authority website. Parents have right of access to electronic records concerning their child.

#### **C4 VOICE OF THE CHILD**

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start. Of their education. At Faringdon Junior School, we encourage pupils to share views and feelings about the learning process, with families and school staff. This can be difficult for some children, so it is important to recognise success and achievements in all areas of school life, as well as any difficulties.

#### **C5 TRANSFER ARRANGEMENTS**

The SENCo liaises with class teachers over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local secondary schools have the chance to visit the new school. Representatives from the Secondary Schools visit to talk with the children. The SENCo and year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health Care Plans, the child's statement will be amended in the light of recommendations at the annual review (no later than 15<sup>th</sup> February in the year of transfer) to ensure that time is available to make the necessary transfer arrangements. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health Care Plans.

#### **C6 MONITORING AND REVIEW**

The implementation of this policy will be monitored by the SEN Governor and Headteacher who is also SENCo. Parts of this policy will be updated in line with new initiatives. **The entire policy will be reviewed in three years.**

Chair of Governors -----Head Teacher-----

Dated-----Review date-----