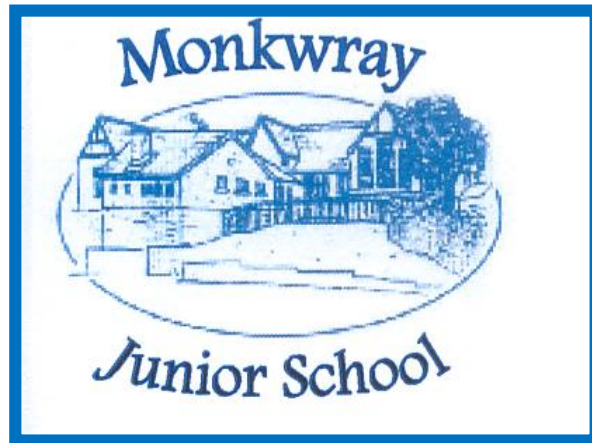


MONKWRAY JUNIOR SCHOOL
SPECIAL EDUCATIONAL NEEDS
POLICY



Head Teacher – Mrs Pamela Telford

SENCO – Mrs Stacey Lamb

Learning Mentor – Mrs Anne Banks

Governor Chairman – Mr Charles Tinkler

Designated Governor – Mrs Joanne Eaves

MONKWRAY JUNIOR SCHOOL

Special Educational Needs Policy

Introduction

At Monkway Junior School we provide a broad and balanced Curriculum, which is differentiated to meet individual need and abilities.

Children may have Special Educational Needs (SEN) at any time throughout their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil.

Teachers take account in their planning a pupil's special educational needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities in addition to broader aspects of school life.

Aims and Objectives

The aims and objectives of this policy are:

- To identify pupils with special educational needs as soon as possible
- To create an environment that meets the special educational needs of each pupil
- To ensure all pupils have access to a broad, balanced and differentiated curriculum
- To encourage pupils to develop confidence and self-esteem and recognise the value of their own contribution to their learning.
- To encourage pupils to be fully involved in their learning.
- To make clear expectations of partners in the process and the provision of special needs.
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN.

Roles and Responsibilities

In this school the provision for pupils with SEN is the responsibility of all members of staff. Mrs S Lamb is the SEN Co-ordinator (SENCo) and is responsible for the day to day operation of the SEN policy.

Her main duties are: –

- Overseeing the day to day operation of the schools SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Working in partnership with the Learning Mentor
- Deployment of the support assistants in conjunction with the head teacher
- Overseeing the records of all children with special educational needs
- Contribution to the in service training of staff
- Liaising with external agencies including the LEAs support and psychological services, health and social services and voluntary bodies.

The governing body does its best to secure the necessary provision for any pupil identifies as having SEN. The governors ensure all teachers are fully aware of their responsibilities towards pupils with SEN. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for provision for pupils with SEN.

The Governing Body had agreed with the LEA admissions criteria which do not discriminate against pupils with SEN. The admissions policy has due regard for the guidance in the Code of Practise 2014 – (A copy is held centrally if you should wish to refer -1:27).

Educational Inclusion

At this school we respect the fact that pupils:-

- Have different educational and behavioural needs and aspirations
- Require different learning strategies

- Learn at different rates
- Require a range of different teaching strategies and experiences
- Teachers respond to different needs by:-
 - Providing support in all curriculum areas
 - Planning to develop pupils' understanding through the use of all sense and experiences
 - Planning for pupils' full participation in learning, and in physical and practical activities
 - Planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning

This policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

Identification, assessment and review for SEN

SENCo will work with all staff to ensure pupils who may need additional or different support to that normally found within the classroom, are identified as soon as possible.

The progress made by all pupils at this school is regularly monitored and reviewed. The school does not identify pupils as having SEN unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated support.

Pupils who are not making adequate progress are identified as having special educational needs. Class teachers consult with the SENCo when the evidence gathered through the usual assessment and monitoring arrangements shows concern about a pupil's progress. The triggers for concern are described in the SEN Code of Practice.

Additional support is provided through **SEN provision**. This will be monitored regularly through an Individual Education Plan (IEP).

The SENCo will consult with parents, pupils, carers, teachers and support staff about the IEP to ensure that all interested parties are aware of the learning targets and their contribution to its implementation.

All IEPs will be reviewed after an appropriate period of time, to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded. Parents and pupils will be invited to take part in the review and target setting process.

SEN Provision

If we have sufficient evidence that a pupil is making insufficient progress despite the support at SA, the SENCo may seek external advice from the educational psychologist. The SENCo will keep parents and pupils fully involved and informed about any proposed interventions.

The range of support for a child with SEN provision can vary depending on the child's needs. Pupils with a statement of special educational needs or an Education Health and Care plan will, in addition to the on-going review of their progress and specific support through their IEP, will be reviewed annually. A report containing recommendations will be provided for the LEA which will consider whether to maintain, amend or cease the Statement, using the procedures described in 5.43 - 5.46 of the COP for SENs. Children currently with a statement will have this changed to an EHC plan during transition years (years 2,6,9 or 12).

Our school will liaise with the receiving school when a pupil with SEN is due to transfer, and will forward to them as early as possible all relevant information to enable an effective transfer.

Specialist Provision

There is a Breakfast Room. The school has ramps, handrails and the doors are wide enough to facilitate wheelchairs.

Allocation of Resources

The Head/SENCo is responsible for the operational management of the specified and agreed

resourcing for the special needs provision within school, including the provision for pupils with statements/EHC plans. The Head teacher and SENCo meet at least annually to agree how to use funds including those directly related to statements.

The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

Staffing and Partnership

The school undertakes the annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. Particular support is given to NQTs and new members of staff by the SENCo as part of their induction. The SENCo, in consultation with the head teacher /staff development officer will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within the school.

Partnership with Parents

Class teachers work closely with parents throughout their child's education. Parents should in first instance contact the class teacher in case of any concern or difficulty.

The school provides information about the Parent Partnership to all students with SEN on request. Our local Parent Partnership co-ordinator is Phyllis Bowler. She can support independent support and advice.

At all stages of the SEN process parents are fully informed and involved. We take full account of the wishes feeling and knowledge of the parents and encourage them to make an active contribution to their child's education.

Access to the Curriculum

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

- Understand the relevance and purpose of learning activities
- Experience the levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives; we differentiate work and use assessment to inform the next stage of learning. IEPs contain a small number of specific targets, ideally three or four, designed to enable the pupil to progress. All pupils with SEN provision have an IEP.

Wherever possible we do not withdraw pupils from the classroom. This reflects the school acknowledgement that all pupils have an entitlement to share the same learning experiences as their peers. There are times, however, when to maximise learning, we ask the pupils to work in small groups or in a one to one situation outside the classroom.

Complaints Procedure

The school's complaint procedures are set out in the school prospectus.

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this on request.

Links with Other Schools

The SENCo liaises with the SENCo of all schools when pupils transfer to ensure that effective arrangements are in place to support pupils at this time. This usually takes place in the Summer Term for Y2 and Y6 pupils or sooner if necessary.

When students move to another school their records are transferred within 15 days of ceasing to be registered at Monkway Junior School.

Success Criteria

The success of this policy is judged against the aims set out above. The policy is reviewed annually and the Governing Body's Annual Report will comment on its implementation.