

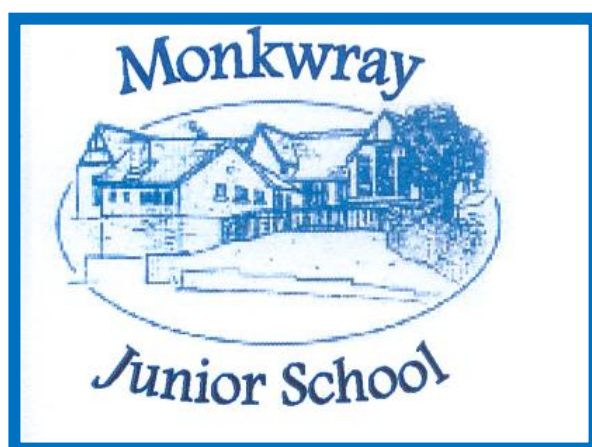


*"Be Brave, Be Bright and Be YOU!"*



**Monkway  
Junior School**

# **MONKWRAY JUNIOR SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY**



**Head Teacher – Mrs Pamela Telford**

**SENCO – Mrs Stacey Lamb**

**Governor Chairman – Mr Peter McQuade**

**Designated Governor – Mr Neil Regan**

**Adopted by Governing Body on: September 2021**

**Review Date: September 2022**

# 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 and balanced 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.

### Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **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.

The SENCO will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaising with external agencies including the LEAs support and psychological services, health and social services and voluntary bodies.
- Ensure the school keeps the records of all pupils with SEN up to date
- Working in partnership with the Learning Mentor
- Deployment of the support assistants in conjunction with the head teacher
- Contribution to the in service training of staff.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **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.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **Identification, assessment and review for SEN**

The 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.

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.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide a range of interventions tailored to the needs of the pupils.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Additional support is provided through **SEN support**. 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. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. All review outcomes will be recorded. Parents and pupils will be invited to take part in the review and target setting process. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **SEN Provision**

If we have sufficient evidence that a pupil is making insufficient progress despite the support at SEN support, 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.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a pupil will receive SEN support.
- We make the following adaptations to ensure all pupils' needs are met:
  - Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
  - Adapting our resources and staffing
  - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
  - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The range of support for a child on SEN support can vary depending on the child's needs. Pupils with an Education, Health and Care plan (EHCP) 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 Education, Health and Care Plan (EHCP), using the procedures described in 5.43 - 5.46 of the COP for SEN.

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.

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at least half termly.
- Using pupil & parent questionnaires
- Monitoring by the SENCO
- Using provision maps.
- Holding annual reviews for pupils with EHC plans
- Holding pupil progress parents meetings to review IEPs.

## **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are offered placed to go on our residential trip(s).

- All pupils are encouraged to take part in sports day/school plays.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The schools accessibility plan can be found on the school website or a paper copy requested through the school office.

### **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 EHC plans. The Head teacher and SENCo meet at least annually to agree how to use funds including those directly related to EHCPs.

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 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 Cumbria SEND IAS Service to all students with SEN on request. Our local Cumbria SEND IAS co-ordinator is Sally Godfrey. She can provide 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 can be found on the school website or requested from the school office. 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.

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **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.

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Medical

### **Success Criteria**

The success of this policy is judged against the aims set out above. This policy will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.