



MAYHILL JUNIOR SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

At Mayhill Junior School, we strive to provide support and remove barriers to learning to enable all pupils to achieve equitably and participate fully at school. In order to do this, many steps are taken to support pupils in their learning. We maintain a primary focus on high quality classroom teaching in order that all children achieve at least at age related expectations. However, for some children, there will be occasions when additional support is needed to help them move forward with their learning.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum. However some pupils need **'additional to or different from'** support.

Aims

In providing for children with Special Educational Needs (SEN) we aim to:

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum
- Identify children requiring extra support, as early as possible, in order to support their physical, social, emotional or intellectual development to maximise their outcomes
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school
- Provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEN
- Involve the children and their parents in developing a partnership with the school, ensuring that decisions are made together
- Provide support and advice for all staff working with special educational needs pupils
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process
- Embrace inclusion for all pupils and ensure a policy of integration into all school activities
- Ensure the SEND (2014) and Disability Acts and relevant Codes of Practice and guidance are implemented effectively across the school
- Provide a Special Educational Needs Coordinator (SENCO) who will work in line with the SEN policy

Identifying Children with Special Educational Needs

The 2014 Code of Practice says:

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others in a mainstream setting in England."

The Code of Practice also states that children should only be identified as having SEN if they do not make adequate progress academically, emotionally or socially, once they have received high quality teaching and

intervention programmes and all teachers are responsible and accountable for the progress and development of the children in their class.

Children will have needs and requirements which may fall into at least one of the four areas set out below and many children will have inter-related needs. The areas of need are:

- Communication and interaction
- Cognition and learning, including specific learning difficulties such as dyspraxia and dyslexia
- Social, Emotional and mental health difficulties
- Sensory and/or physical needs

Where a pupil is identified as having SEN, to enable the pupil to participate, learn and make progress schools should take action to:

- Remove barriers to learning
- Put effective special educational provision in place

Assessment and Monitoring

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSAs. It is the class teacher's responsibility to regularly monitor the progress of children in their class using class and SEN trackers and identify those that are not on track to meet Age Related Expectations (ARE). These children are discussed with the Head teacher, Inclusion Manager and Deputy at class progress review meetings.

If the child makes no progress or is still below Age Related Expectations after 6-8 weeks then a decision will be made, in conjunction with the Inclusion Manager, about whether the child needs to go on the SEN register. If there is a particular concern that the child is not making any progress then an Individual Learning Journey is to be written with the child and the Parents.

SEN support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:



Provision for pupils on SEN Register

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning

- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes

In order to make progress, a child may only require task variation within the class. This differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Monitoring of progress will be reviewed every half term and a decision made about whether the child is making satisfactory progress at this level of intervention. The impact of specific intervention is evaluated more regularly. This is recorded on an individual SEN Tracker and SEN Progress Tracker.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEN Support level may need to be made. This means that the class teacher devises interventions **additional to or different from** those provided as part of the school's usual differentiated curriculum. These needs would appear on the child's Individual Learning Journey as targets, whole class planning as differentiated task and class timetable of interventions. Targets are reviewed termly and interventions adapted when required.

As part of the review process, the SENCO, in consultation with the parents/carers and class teacher, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions/support. In consultation with parents, we may then commission support and advice from external services. We work closely with these services and implement recommendations and advice into the planning, monitoring and reviewing of the child's progress.

Following targeted support, if a child has significant and long term needs and continues to demonstrate significant cause for concern, the school will make a request to the Local Authority for an Education, Health and Care Plan (EHCP) to be put in place in order to support the child in achieving the best possible outcomes. The EHCP will record the suggested provision that will need to be put in place in order to support the child to achieve their desired outcomes.

If a child has made sufficient progress and no longer needs support, the decision will be made in consultation with the child and their parents/carers that they can be removed from the SEN register. Their needs will then be met through usual classroom differentiation. We will continue to monitor their progress closely.

Working with Families

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. Parents and carers are seen as integral to the successful development of their child within school and their participation is actively encouraged at all levels. Parents are:

- invited to attend longer parents evenings
- invited to SEN meetings to review past plans and contribute to their child's new SEN support plan
- invited to attend Annual Reviews (for children with an EHCP)

Children often have a unique knowledge of their own needs and what help they benefit from. Even though some of our children are young, we will involve them wherever possible in the assessment, planning and review process.

Key Roles and Responsibilities

Role of SEN Governor: liaise with the Inclusion Manager and offer support as appropriate. Governors ask questions to quality assure the school's SEN provision. The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Inclusion Manager: co-ordinating the provision for SEN pupils. To support the class teacher in determining the kind of adjustments to the teaching that would be most effective. They should review the quality of support, for all pupils and take steps to improve teachers' understanding of strategies to identify and support pupils with SEN. Line manager for LSAs, contributing to in-service training of staff and intervention planning. Liaising with parents and outside agencies to ensure needs are met for all pupils with SEN.

Head Teacher: work with Inclusion Manager to ensure the SEN policy is implemented across the school and involvement in how children with SEN are integrated across the school. To liaise with the LEA with respect to policy and funding changes. To keep the Governing Body well informed about SEN within the school.

Class Teacher: The SEND Code of Practice makes it clear that class teachers are directly responsible and accountable for all pupils in their class, even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. They must ensure individual needs are being met, working towards individual targets and catering for individual provision. To liaise with Inclusion Manager on all changes that occur for pupils. Ensure their SEN Provision needs are being met during whole class lessons and with individualised support.

Learning Support Assistants: All LSAs work in classes to support teaching and learning of children both with and without SEN across the whole school. They are also responsible for teaching intervention programmes across the school under the guidance of class teachers and Inclusion Manager. Where pupils require 1:1 support, LSAs will be responsible for preparing and implementing that pupils individual support in line with outcomes agreed via EHCP in liaison with class teacher, inclusion manager and parents.

Date of completion: July 2019

Date of Review: September 2020