

SEN Policy at Ashley Junior School .

Updated January 2017

Government Changes and definitions of SEN

This policy pays due regard to government reforms to the Children and Families Act (2014) and the special educational needs and disabilities (SEND) Code of Practice (2014). The Children and Families Act defines when a young person has special educational needs (SEN). This is when they either have a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education which is additional to or different from that generally made for others of the same age in mainstream schools. Special education provision will be designed to 'achieve the best possible educational and other outcomes'. (Child and Families Act 2014 section 19(d)).

The SEN policy is made available on the school website. In addition, an SEN information report is also available on the website and gives more specific details on approaches and provision at Ashley Junior School.

Special Educational Needs Coordinator (SENCO)

The SENCO is the person responsible for managing the overall provision made for children with Special Educational Needs. The SENCO at Ashley Junior School is Mrs Williams.

Mrs Williams is the Assistant Head, SENCO and Inclusion Leader at Ashley Junior School and is a part of the school leadership team (SLT). Mrs Williams also leads and manages our resourced provision for moderate learning difficulties (MLD). Her qualifications include a Master's degree in education and specialist qualifications in dyslexia, autism, speech, language and communication and severe learning difficulty.

The SENCO may be contacted through the admin office on (01425) 616510.

The role of the SENCO involves:

- Ensuring all practitioners in the school setting understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN.
- Advising and supporting colleagues
- Ensuring that parents are involved as much as possible in supporting outcomes for their child's provision.
- Liaising with professionals and other agencies outside the school setting.

Our beliefs and values in relation to SEN

At Ashley Junior School we believe that every teacher is a teacher of children with SEN. All teachers are trained in approaches of Quality First Teaching (QFT) and we continuously monitor and adjust teaching environments, resources, curriculum content and social factors to ensure that all children can access and enjoy the school learning opportunities on offer.

In most cases, adjustments in Quality First Teaching will support the needs of pupils with SEN. However, we are experienced and skilled in identifying those children who may need additional approaches and services to meet their special educational needs. In all cases, we value the opportunity to work with parents, pupils, staff and other agencies to achieve the best outcomes for all our pupils.

In line with our inclusion policy and our duties under the Equality Act 2012, we are committed to making reasonable adjustments to ensure that disabled children are not put at a substantial disadvantage. With the support of parents and the wider community we seek to prevent discrimination, to promote equality of opportunity and to foster good relations in relation to all our young people.

This policy has been developed in consultation with members of staff, governors and parents. We want our policy to be accessible to all our stakeholders so any suggestions for improving accessibility would be welcomed by the school. The policy is subject to annual review by the governing body at Ashley Junior School. Our intent is to increase levels of engagement with parents, carers and families as much as possible.

School Context

Ashley Junior School currently has 253 pupils on roll. Most children with SEN are supported through quality first teaching through a variety of approaches. However, 29 children are on additional SEN support and 21 are supported at a higher level through an Education, Health and Social Care Plan (EHCP) or a statement of special educational need. Of these, children access their learning in the resourced provision (for moderate learning difficulties). The resourced provision is funded separately by the county. We currently have a further 3 children who have a statement of special educational need or EHCP who are supported in the mainstream setting. Under the new Code of Practice, current statements are following a county directed transfer programme to the new system of Education Health and Care Plans (EHC plans).

Aims and objectives

At Ashley Junior School we have high aspirations and expectations for all children, including those with SEN. We believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and

- are enabled to make a successful transition into the next phase of their education.

All schools are required to identify and address the SEN of the pupils that they support. At Ashley Junior School, the identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. We hold termly pupil progress meetings where class teachers report to the senior leadership team (SLT) in relation to pupil progress. Barriers to progress are identified and discussed. Class teachers explain what strategies have been tried so far and class teachers, LSAs and SLT identify next steps. The SENCO, as part of SLT will be available to support and advise colleagues about new strategies to try, specialist assessments, interventions or structured programmes for the teacher to adopt. During the pupil progress meeting, the class teacher may present evidence showing that the child requires an increased level of SEN support in order to make good progress. At this time it may be decided to initiate a personalised learning plan (PLP) as part of our graduated response to SEN support.

Identification of special educational needs

Ashley Junior School has a clear approach to identifying and responding to SEN. The benefits of early identification are recognised. The Code of Practice identifies four broad categories of need. These are communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory or physical needs. Each category provides a list of criteria which guide the school in their identification and response. The Code of Practice encourages us to explore the reasons for stalled progress. Assessments will help us determine causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health.

Our purpose in identifying individual needs is to help the school to work out what action to take. We work with parents and pupils so as to gain a full understanding of a child's particular strengths and needs. We then seek to address them by using well-evidenced interventions or specialist equipment or software.

Not SEN but may impact on progress

At times, the learning and progress of children are hindered by aspects which are not related to SEN. The guidelines of the Code of Practice remind us that the following factors are not SEN but do impact on progress and attainment. These children will not necessarily be identified as having SEN.

- Disability – reasonable adjustments will be made to maximise progress
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of a parent in the services
- Persistent disruptive or withdrawn behaviours. Where family or domestic issues appear to hinder a child's progress or attitudes, the early help service may be contacted to support the family in the first instance.

A graduated approach to SEN support

In accordance with the Code of Practice, there is now a single category of support, SEN support. At Ashley Junior School, we have adopted the graduated approach to SEN support. As discussed in a previous section, making adjustments in quality first teaching is our first response to supporting a pupil to access learning. If a range of tried and tested approaches fail to make a difference then we will adopt a series of approaches.

The Code of Practice emphasises that the needs of most pupils can be met through high level quality teaching. However, if, in spite of having all the intervention, adjustments and good quality personalised teaching a pupil does not make adequate progress then they may be identified as requiring SEN support.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At Ashley Junior School, we follow an **ASSESS, PLAN, DO, REVIEW** cycle at each step of the graduated response process.

Step1 – Quality first teaching includes...

Assessment for learning (AFL)

Plan -SLCN, dyslexia friendly approaches, inclusive approaches

Do -Teacher directed/LSA led interventions

Adjustments to timetable, curriculum

Personalised teaching and planning

Review- review progress. Share concerns at pupil progress meetings

Step 2-Adjust quality first teaching approaches

Assess - using the multi element plan.

Use assessments diagnostically to make adjustments

Track progress

Plan -Involve parent and pupil more. Personalised planning

Do -increase use of multisensory approaches. Adjust flexible groupings, interventions

Review - Share progress with SLT at progress meetings

If pupil does not progress or begin to catch up move to Step 3

Step 3- Specialised assessments, share with parent, Addition to or removal from SEN support, Interventions in place.

Assess - Increased monitoring

Plan - Adjust personalised planning. Check SEN criteria. Class teacher to provide Senco with evidence . Pupil's name may be added to or removed from SEN register depending on evidence of progress provided by the class teacher.

Do – Adjust approaches and flexible groupings in class - increased personalised teaching. Additional SEN support and intervention programmes in place as appropriate. PLP set up and targets set in relation to specific interventions.

Review -Track progress and share evidence with SLT at progress meetings. Interventions are tracked for success. Where a pupil's progress continues to cause concern, the advice of outside agencies may be sought and recommendations followed. PLP review.

Step 4

Assess- Outside agencies may carry out more specialised assessments.

Plan – Joint planning meetings with school, parents and outside agencies

Do – School add outside recommendations into PLP.

Review – Review outcomes with a range of professionals and parents. Continue on register or return to Step 3.

Move to step 5 where pupil is unable to access the curriculum without increased support

Step 5 – Class teacher begin to collate evidence to share with Senco in support of applications for additional county funding or an EHCP.

Review QFT

Share evidence with SENCO

SENCO to support / advise class teacher with application process

Joint partnership with staff, parents, pupil and other agencies

Step 6 –Additional county funding or Education, Health and Social Care plan in place (EHC plan)

Additional funding provided to support an increasingly individualised support package to meet pupil need. The assess, plan, do, review cycle will be used in joint agency planning.

Personalised Learning Plan (PLP) to involve all agencies.

Personalised Learning Plans (PLPs)

Personalised learning plans have been designed to follow the Assess, Plan, Do, Review cycle as recommended in the Code of Practice. Class teachers will be responsible for initiating a PLP (in consultation with the SENCO) at step 3 of our graduated response approach. In line with the Code of Practice, there is a core expectation that the class teacher has responsibility for evidencing progress according to the outcomes provided in the plan. PLPs will need to be updated as and when new information or understanding is gained, class teachers will be able to add to the progression notes during meetings with parents, pupils, outside agencies and SLT. New information from assessments will be added in as received, which may in turn affect the provision timetable. The PLP should provide an up to date summary of the impact of action taken. The PLP should be a living record which sets out exactly

- what needs have been identified
- how to remove key barriers to learning effectively

- what works
- clear outcomes to be achieved within an agreed timeframe
- Pupil views

The cycle of action may be reviewed at least termly and targets adjusted as appropriate. Parental links are built into the process and teachers are required to share these with parents to secure the best outcomes for pupils.

In many cases, targeted interventions enable the child to make accelerated progress and to catch up with their peers. In consultation with the SENCO, it may be agreed that SEN support and PLP are no longer necessary. In this case, the assess, plan, do, review cycle will return to Step 2 where quality first adjustments continue to be made as appropriate in the class setting. In all cases, the class teacher will continue to adjust quality first provision to meet the needs of their children. Teachers will continue to raise any concerns at pupil progress meetings.

Training and resources

All teacher and LSAs have had access to in-house training on approaches to working with children with a wide range of SEN. Recent in-house training has provided opportunities to work alongside advisors and outside agencies, shadow other colleagues, attend inset days, learning support meetings and progress meetings.

Training opportunities have enabled staff to develop a range of specialisms such as

- emotional literacy support
- speech, Language and communication
- hearing impairment support
- nurture
- delivery of structured programmes such as Catch up, precision teaching, simultaneous oral spelling (SOS) and Lexia reading programme
- First Class at Number

An SEN budget is available to provide a wide range of specialist resources to support both Quality First Teaching (QFT) and more specialised approaches. Resources include adapted furnishings and furniture such as a nurture environment, learning bays, play zones and quiet areas. Specialised resources include the use of sensory equipment such as weighted shoulder wraps, ear defenders, oral motor resources and soft play equipment.

Roles and responsibilities

- The **SEN Governor** has a duty to oversee the school's SEN policy and ensure that it is implemented effectively. The SEN Governor liaises with the SENCO in order to keep up to date with the school's SEN policies and ensure that they have a positive impact on outcomes for SEND pupils.
- **Learning support assistants** – We have a highly skilled team of learning support assistants (LSAs) who support children with SEN in the classroom, at play and in small group settings.

Their role is to support both the pupil and the class teacher in providing good quality first teaching and SEN support. Some LSAs support identified children with statements or EHCPs across a range of settings to encourage their progression in learning and independence. We also have a home school link/ mental health worker (Mrs Cheesman) who works closely with families and other agencies to support individual children.

- **Line Manager of the learning support team** – Mrs Williams (SENCO, Inclusion Leader and Assistant Head). The Line Manager leads and manages the learning support team so that QFT and SEN support operate effectively. In this way SEND pupils are included and able to access the curriculum alongside their peers.
- **Designated Safeguarding Lead (DSL)** - Mrs Henville is Deputy Head and Designated Safeguarding Lead with responsibility for child protection at Ashley Junior school
- **Management of pupil premium and looked- after children funding.** The Senior Leadership Team (Mr Rix, Mrs Henville and Mrs Williams) is responsible for managing the pupil premium funding and Mrs Henville is responsible for managing the looked - after children funding.

Storing and managing information

SEN assessment data and information is stored as hard copies and in electronic format. On transition, individual SEN files and information are passed on to the pupil's next school. Overall SEN progression data may be stored by the school and used for analytical purposes to track effectiveness of interventions and approaches.

We welcome feedback about our SEND provision at Ashley junior School. If you have any concerns about your child's access to the curriculum or their SEN provision then please talk to us straightaway and we can usually work with you to sort things out quickly .The following procedure may help

- contact your child's class teacher in the first instance
- if you still have concerns, then contact Mrs Williams who is the SENCO, Inclusion leader and Assistant Head
- if the matter is not resolved to your satisfaction, then please contact the Head teacher.

We are always keen to work in positive partnership with families and are ready to listen and respond to your suggestions.

Last Reviewed 14.10.15 -Curriculum committee.

Updated 9/1/17 reviewed and approved by the Curriculum committee 18.01.17.