

CHEAM PARK FARM JUNIOR SCHOOL: SPECIAL EDUCATIONAL NEEDS POLICY

This document describes our school policy in relation to children who experience difficulties in learning or adapting to the physical, social or behavioural demands of the school environment.

For ease of use the document is split into sections as follows:

Content:	Page:
1. Definition of Special Educational Needs	1
2. Aims and principles	2
3. Admission arrangements for student with Special Educational Needs 3	
4. Roles and responsibilities within the school	4
5. Identification and assessment of Special Educational Needs	6
6. Communicating Special Educational Needs	6
7. Resources i.e. financial and human including links with outside agencies	6
8. Review procedures	9
9. Evaluating and recording progress	11
10. Policy Review and Evaluation	11
11. Future development	12
12. Complaints procedure	12

1 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Pupils are defined as having Special Educational Needs when they have a learning difficulty or disability which calls for special educational provision to be made. A pupil with identified special educational needs will be in receipt of School Support. A few students will meet the criteria for additional support through an Educational Health Care Plan (EHCP).

The Code of Practice instructs that, as from September 2014, the categories of SEN will be set in the following broad areas of need

Cognitive and Learning Needs:-

Specific Learning Difficulties	(SpLd)
Moderate Learning Difficulties	(MLD)
Severe Learning Difficulties	(SLD)

Communication and Interaction Needs

Speech and Language and Communication Needs (SPLCN)	
Autistic Spectrum Disorder	(ASD)

Social, Mental and Emotional Health Needs

Sensory and/or Physical Needs:-

Hearing Impairment	(Hear)
Visual Impairment	(Vis)
Physical	(Phys)
Medical	(Med)

A pupil would not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which s/he is or will be taught. However, such students do receive support through the English as an Additional Language programme.

Gifted students would not be registered on the special needs register but will be listed separately in accordance with the school's Gifted and Talented Policy. The school recognises that gifted students have the right to challenging and appropriate work. Each class teacher is responsible for ensuring that suitable activities are planned for across the curriculum to support more able pupils.

SPECIAL EDUCATIONAL NEEDS within the school.

School Support

Pupils with Special Educational Needs who do not have an EHCP will receive intervention at School Support level. Support at this level may include attendance at specialist programmes. In class support may also be appropriate for some students. Additional advice may also be sought from external professionals e.g. Educational Psychologist, ASD advisor, the school's Behaviour Support Team if deemed necessary.

Educational Health Care Plan (EHCP)

Pupils for whose needs cannot be met through School Support will be referred for assessment by the LA for an EHCP. Pupils with an EHCP may receive

additional funding from the LA or Health Trust, depending on the nature of the needs identified.

2 AIMS AND PRINCIPLES:

All pupils are entitled to have access to the full range of the curriculum at Cheam Park Farm Junior School. Supporting Pupils with Special Educational Needs is the responsibility of all our staff. The New Code of Practice highlights that every teacher has a responsibility for the progress of their pupils with SEN and is expected to respond with high quality teaching, appropriate differentiation and specific strategies.

Cheam Park Farm Junior School aims to assist all pupils to achieve and develop by:

- **treating each child as an individual bearing in mind his or her particular needs and the expectations and needs of the school community** through:
 - (i) implementation of school equal opportunity, race equality, disability and behaviour policies
 - (ii) implementation of appropriate Individual Provision Maps for pupils at tier 2 of School Support and for those pupils with an EHCP
 - (iii) recognition of achievement across a wide range of activities
 - (iv) ensuring that records of the support provided and the progress made by individuals identified as having SEN are kept by the school
 - (v) building on the work started by Cheam Park Farm Infant school and the Primary Learning Support Team for with Special Educational Needs through liaison with the infant school and the Learning Support Team
 - (vi) liaising with outside agencies to enable pupils with learning, emotional or medical difficulties to access the curriculum

- **helping each child to achieve his or her full potential and to appreciate and value his or her own strengths** through
 - (i) the celebration of success using the school reward system
 - (ii) the setting of appropriate targets for learning and behaviour together with review of achievement of these
 - (iii) the responsibility of each teacher to build confidence and self-esteem by planning and differentiating the curriculum in ways which will allow every pupil to experience success and challenge
 - (iv) the responsibility of each teacher to employ a range of strategies to support pupils' behaviour
 - (v) the provision of a broad, balanced and relevant curriculum which meets National Curriculum requirements
 - (vi) identification of special educational needs as soon as possible in order to ensure early and appropriate intervention
 - (vii) recognition of the needs of the academically gifted child with appropriate programmes of study
 - (viii) the provision of additional support and/or resources in a way that improves a child's access to a broad and relevant curriculum and does not bar them from future opportunities in any curriculum subject
 - (ix) encourage involvement in extracurricular activities

- (x) ensuring that pupils with English as an additional language have help accessing the national curriculum.
 - (xi) providing a trained HLTA to act as ELSA (Emotional Learning Support Assistant) to work with those pupils who have emotional, social and behavioural problems and are experiencing difficulties in accessing the National Curriculum.
- **providing a safe and secure learning environment within which each individual is valued and respected through**
 - (i) implementation of the school behaviour and anti-bullying policies
 - (ii) ensuring that pupils with special educational needs are an integral part of the school community
 - (iii) helping pupils with physical needs become an integral part of the school community
 - (iv) ensuring disabled toilets are available for the use of relevant pupils and allocating a member of the Inclusion Team, when necessary, the responsibility for Health and Hygiene
 - (v) carrying out reasonable adjustments to the school premises and/or timetable to improve access to those pupils with special needs
 - (vi) ensuring the safety of school buildings e.g. stairs. Carrying out regular risk assessments.
 - **preparing each child for the choices, opportunities, responsibilities and experiences of adult life through:**
 - (i) aiming to ensure that each child leaves school with the core skills (such as literacy, ICT numeracy and social skills) which he or she will need at secondary school
 - (i) encouragement to take responsibility for their learning and development through the review process as well as through responsibility for monitoring targets (as appropriate)
 - **working in partnership with parents/carers of pupils with Special Educational Needs to further their child's education by:**
 - (i) recognising SEN referrals from parents/carers
 - (ii) keeping parents/carers informed of the progress of their child with respect to the targets set for learning and the review of those targets in addition to the usual reporting process
 - (iii) inviting parents/carers to reviews for students with an EHCP and encouraging contributions to other reviews
 - (iv) advising parents/carers as to how they can support the learning of their child at home
 - (iv) close liaison regarding strategies to improve behaviour for students with behavioural, emotional and social difficulties
 - (v) meeting with parents/carers and taking into consideration their views when formulating Individual Provision Maps.

3. ADMISSION ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS:

The school does not differentiate between pupils with special educational needs and other applicants. In the case of applicants with an EHCP who wish to be given special consideration, the school liaises with the LA.

4 ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL:

Supporting pupils with Special Educational Needs is the responsibility of all our staff.

The Role of the Governing Body:

The Governing Body is responsible for ensuring that:

- all legal requirements are met
- every effort is made to secure the necessary provision for any student who has special educational needs
- a qualified teacher is appointed to act in the role of SENCo and be responsible for all aspects of special educational needs in the school
- information regarding a pupil's special educational need, once known, is circulated to all who teach him/her
- teachers in the school are aware of the importance of identifying and providing for those who have special educational needs
- there is effective integration of pupils with special educational needs within the school
- the prospectus contains information on provision for SEN and pupils with disabilities
- the school makes reasonable adjustments to enhance accessibility for pupils with SEN.

The designated Governor for Special Educational Needs is appointed each year by the Governing Body.

The Role of the Assistant Head teacher for Inclusion: Special Educational Needs Co-ordinator

The Assistant Head teacher for Inclusion is responsible for:

- The day to day operation of provision made by the school for pupils with Special Educational Needs in line with the New SEN Code of Practice, this policy and the school SENCo-ordinator file.
- Managing and developing the HLTA and TA staff
- Liaising with the Head teacher, Deputy Head teachers and staff on all matters of SEN
- Monitoring the SEN register
- Establishing a timetable of classroom support, withdrawal and additional support which aims to meet the needs of pupils with learning difficulties.
- Organising and managing the provision map and monitoring intervention programmes Monitoring pupils' progress on the above programmes.
- Monitoring Individual Provision Maps drawn up by teachers and ensuring these are regularly reviewed
- Providing direction for other staff in this area of work including the identification and co-ordination of the delivery of appropriate training.
- Ensuring that the school's SEN policy and practice identify and meet the needs of pupils resulting in improved standards of achievement.
- Encouraging/supporting colleagues with differentiation in lesson time

- Evaluating the effectiveness of the involvement of staff from outside agencies and from the learning support department.
- Effective liaison with parents/carers, outside agencies, feeder schools and, for those pupils transferring to secondary schools, liaison with other schools.
- Preparing and forwarding the required documentation and reports for statutory assessment and review
- Identifying pupils for access arrangements
- Ensuring pupils are adequately supported in progress tests and assessments.
- Contributing to senior management groups within the school on issues pertaining to Special Educational Needs.
- Monitoring new developments and supporting introduction into the school.
- Ensuring the effective use of resources.

The Assistant Head teacher for Inclusion is accountable to:

- (i) Head teacher
- (ii) Governing Body

for the resources made available in respect of SEN.

The Assistant Head teacher for Inclusion attends monthly SLT meetings to keep the SLT informed of the operation of the policy and reports termly and termly to the Head teacher and Governors' Standards Committee.

The role of the Inclusion Team:

- To provide in-class, small group withdrawal and access arrangement support
- To co-ordinate and monitor pupil access and progress
- To co-ordinate and monitor identified pupils' progress on interventions
- To co-ordinate ELSA Programme for those pupils identified as having emotional and behavioural difficulties
- To provide advice and support for staff, parents/carers and students in relation to pupils' special educational needs.
- To contribute to the identification, assessment, communication and review of progress for students with special educational needs
- To carry out pupil observations to inform Individual Provision maps
- To provide TA support at lunch and break times for vulnerable pupils

The Role of the Progress Leader

- To take delegated responsibility for the identification, communication, support and reviewing of pupils identified as having Social, Mental and Emotional Health.
- To liaise with the Assistant Head teacher for Inclusion to identify vulnerable individuals.
- To assist in monitoring those pupils with identified special educational needs within the year group and liaise regularly with the Assistant Head for Inclusion regarding their progress.
- To assist in the maintenance of the SEN register by promptly informing the Assistant Head for Inclusion of any changes which need to be made in respect of stage or newly identified students

The Role of the Subject Co-ordinator

- To promote the provision for special educational needs in their subject area by liaison with the Assistant Head teacher for Inclusion and Progress leaders and through development of appropriate materials, teaching approaches and differentiation.
- To ensure information is provided to support the operation of this policy.
- To monitor the progress of all pupils with appropriate tracking.
- To maintain records of interventions used to support pupils' progress.

The Role of the Class teacher

- To be the first point of contact for parents/carers and pupils
- To take part in and, where appropriate, conduct the review of individual pupils' progress

5 IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

Any member of staff or parent/carer can refer a pupil for any of the categories of SEN.

Information to support the referral will be gathered from one or more of the following as relevant:

- previous schools
- results of objective tests e.g, Suffolk reading test
- KS1 results
- results of other tests available in school such as word recognition, spelling, words per minute
- half termly progress test results as appropriate
- class teacher observations and assessments
- parents/carers

As a result of assessment those pupils recognised as having SEN will be registered on the school SEN register in line with school procedures.

6 COMMUNICATING SEN

It is important that all those with a parental, pastoral or teaching responsibility for pupils with SEN are informed of their needs and any appropriate actions required or targets set. It is also necessary School Office to be aware of needs for specific pupils. The Assistant Head teacher for Inclusion is responsible for this process in line with school procedures.

All pupils who have been identified as having Special Educational Needs will be registered on the School SEN register at School Support or EHCP. Information recorded will include category of need. The Assistant Head teacher for Inclusion will ensure this is updated at the beginning of each academic term. This information will be available on the school's information management system.

In addition, all pupils at ECHP will have an Individual Provision Map (IPM), as appropriate, (which for ease of use is presented in a standard format) that will detail the following information:

- stage and category of Special Educational Needs
- any other relevant information
- overall aims
- support provision
- short term targets together with actions required, assessment/monitoring procedures and outcomes
- co-ordinator of IPM (class teacher)
- review date

A copy of the IMP is available on Provision Map Writer to be accessed by all relevant staff. A copy is also sent home for the parent/carer and pupil.

In addition a copy of the IMP will be placed on the pupil's file.

7 RESOURCES:

The school receives additional learning support as part of its overall budget each year to support pupils with SEN. Individual students with an EHCP may have additional funding in order that the school can meet their needs.

Resources are used to provide the following:

- In-class TA support for pupils with learning difficulties
- in-class support for an individual or group
- additional teaching through special programmes aimed at particular needs
- purchase of specialist equipment
- differentiated PE equipment for students with physical disabilities
- time for the Assistant Head teacher for Inclusion to review the support offered and progress made for pupils
- time for the Assistant Head teacher for Inclusion to work with colleagues or particular pupils
- time for Assistant Head teacher for Inclusion to support, observe or otherwise work with students with Social, Mental and Emotional issues
- INSET time for teachers and whole school to develop specific courses or teaching styles aimed at meeting particular group needs
- necessary administrative support
- resources for social and behavioural interactive games, reading books, and ICT software
- support for EAL students
- ELSA trained staff
- HLTA staff to provide after school homework club

When allocating in-class support to classes the following factors are considered:

- the school's commitment to early intervention
- Pupils who have not attained Level 3 at Key Stage 2

- the needs of pupils with an EHCP
- the focus on improving literacy, numeracy and oracy skills
- level of literacy, numeracy and oracy
- the need to ensure a safe working environment for pupils with physical needs, poor motor skills or medical conditions
- the efficiency of support in terms of pupil groupings
- the effectiveness of support in terms of staff expertise
- the amount of support available
- individual staff expertise

Additional teaching is matched to pupil need. The multi-sensory SEN intervention programme (a reading and spelling programme catering for pupils with weak literacy skills) is run by the SEN HLTA as a weekly intervention. Identified pupils also receive booster teaching to enhance their literacy and numeracy skills. Where withdrawal from lessons occurs, care will be taken to ensure that pupils are still receiving a broad and balanced curriculum, and that the extra support does not limit their future opportunities within any subject area.

Support during break and lunch time is also given to pupils who are vulnerable, have difficulties managing their behaviour or who find the playground environment challenging.

The school is a member of NASEN (National Association for Special Educational Needs) and, through the LA, SENJIT (Special Educational Needs Joint Initiative for Training; London Institute of Education) both of whom provide information on courses and offer a range of materials concentrating on SEN.

Human resources

Inclusion Support staff:

The following roles are employed by the school

Assistant Head teacher for Inclusion

Admin Officer (6 hours per week allocated for Inclusion admin)

A team of Higher Level Teaching Assistants

A team of Teaching Assistants

Progress Leaders

Educational psychologist

The school has an attached Educational Psychologist who visits the school on a regular basis throughout each term in order to:

- (a) contribute to reviews of EHCP where necessary
- (b) undertake assessment/testing at School Support as necessary
- (c) provide advice and support regarding pupils who are the cause of concern

The number of hours each year is determined by the LA using a standard formula.

Other agencies:

The school has access to a range of LA Support Services, Health and Social Services and also liaises with various other agencies as appropriate including:

- **Infant feeder Schools & Secondary Transfer**

The Assistant Head teacher for Inclusion attends annual meetings to give information about SEN pupils to Secondary School staff. The Assistant Head teacher for Inclusion attends a termly meeting with Cheam Park Farm Infant School to liaise about new year 3 pupils and to monitor progress in year 2.

Service for Hearing or Visually Impaired Students

The Assistant Head teacher for Inclusion liaises with the relevant Borough Support Teacher in order that pupils can be monitored. Parents/carers are invited to the review and results communicated to all relevant staff.

- **Schools' Attendance Officer**

A member of the school office team is employed to identify attendance and welfare issues and works with the Assistant Head teacher for Inclusion to monitor attendance.

- **Primary Behavioural Support Services**

The school has access to the services of the Primary Behaviour Team CAMHS worker for advice, strategies and assistance with referrals to CAHMS. Under academy status, the school has employed the services of an HLTA with responsibility for the ELSA programme.

Service for Autistic Syndrome Disorder

The Assistant Head teacher for Inclusion meets with advisors from the ASD Service regularly throughout the school year. The advisors undertake pupil observations, attend parental/carer interviews and annual reviews and offer advice on strategies to support students with ASD e.g. those with Asperger's Syndrome.

- **The Speech and Language and Health Service as appropriate and when the service is available to the pupils.**
- **The Physiotherapy and Occupational Therapy Services**
- **School Health Service and Social Services as appropriate**
- **Travellers Education Service as appropriate**

8 REVIEW PROCEDURES

Reviews (excluding Annual Review of the EHCP).

For all categories the review of information will include relevant aspects of the following:

- Objective test results known e.g. Suffolk Reading Test, additional school tests
- Attendance figures and behaviour log information
- Data on progress collected from subject areas
- Any suggestions from staff on future targets
- Support staff reports
- Pupil input through tutoring/self-assessment
- List of possible targets related to areas of difficulty (supplied by Inclusion Support team)
- Parental/carer comments

Copies of any new IPM and stage information plus a summary of the review will be sent to parents/carers/pupil, teaching and pastoral staff.

Cognition and Interaction

Class teachers will monitor progress in their subjects and this will feed into the review. Information collected will include the appropriate information from above.

Social, Mental and Emotional Health

Class teachers will monitor progress in the classroom areas and comment on the extent to which targets are achieved.

Sensory and/or Physical Needs

The Assistant Head teacher for Inclusion will liaise with the appropriate LA agencies in order that the school has the necessary information to meet the pupil's needs. In the case of the Hearing or Visually Impaired students the relevant Support Teacher tests and monitors the progress of these students. The Assistant Head teacher for Inclusion will let parents/carers know of review arrangements and parents/carers may attend if they wish. Summary of the outcomes are sent to parents/carers, class teachers, as well as filed on the pupil file.

Communication and Interaction

The Assistant Head teacher for Inclusion meets with, and liaises closely with, the Speech and Language Therapist who visits the school on a regular basis. Summaries of the outcomes are sent to parents/carers, class teachers, as well as filed on the pupil's file.

Annual Review of pupils with an EHCP:

Information collected will include that listed above, but in addition the pupil's class teacher will be asked to report on progress made by the pupil with specific regard to the overall aims and targets identified on the EHCP. A formal report from the school will be produced prior to the review and sent to those invited to attend. Contributions from parents/carers and pupils will also be sought.

Invitations to attend will be sent to the student, parents/carer, relevant support staff, class teacher and other relevant agencies involved with the pupil such as the Educational Psychologist, Social Worker etc. In the case of transitional reviews, the school endeavours to ensure that a Local Authority representative is part of the review process.

As a result of the review the original report, together with the views of the parents/carers and pupil, are sent to the LA for consideration together with any additional notes. Following this submission to the LA the EHCP may be continued, amended or may be discontinued depending on the needs of the pupil. A summary of the review and its outcomes will be circulated to those with parental, teaching and support responsibility.

9 EVALUATING AND RECORDING PROGRESS:

The progress made by an individual pupil will be measured through the following relevant criteria:

- achievement of targets
- progress towards overall aims
- progress in tests
- growth in confidence and self-esteem
- comments from staff regarding attitude to study
- greater independence in work
- response to support offered
- improved behaviour or social integration

10 POLICY REVIEW AND EVALUATION PROCEDURES:

The success of the SEN policy operated by the school will be based on the overall progress made by pupils on the SEN register together with the effectiveness and efficiency of the system with regard to identification, assessment, communication, review and resource management.

The school will co-operate with and use feedback from the borough's triennial SEN Review to make further improvements.

A report will be presented to the Governors' Standards Committee by the Assistant Head teacher for Inclusion each term containing the following information:

1. Number of pupils on SEN stages categorised by category and stage
2. Movement on the SEN register
3. Use of resources to include:
 - Use of Inclusion support staff categorised as
 - i. in-class support
 - ii. additional teaching in lessons or small group withdrawal
 - iii. extra-curricular support
 - iv. ELSA programme
 - v. Other
 - Analysis of results
 - Liaison with External Agencies
- Use of financial resources
4. Evaluation of policy and procedures including any proposals for change
5. INSET offered
6. Any external measures of progress including Ofsted inspections; borough SEN Review; Raise On Line.
7. Development priorities for the next year

11 FUTURE DEVELOPMENTS

The school development plan will identify issues relating to SEN development. Development planning will take place on an annual basis.

12 ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEN PROVISION IN THE SCHOOL

Whenever problems are identified an appointment should be made to see the pupil's class teacher. If the matter needs to be taken further, then it will be passed on to:

- (a) Assistant Head teacher for Inclusion
- (b) The Head teacher

If necessary the school's formal procedures for complaints will be invoked either through the Governors' Student Disciplinary Committee or the Governors' Complaints Committee.

Policy approved by:
Governing body
July 2014

Next Review

July 2015