

Beeston Rylands Junior School

Special Educational Needs Policy

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Beeston Rylands Junior School is proud of its tradition of inclusive education. We believe that all children are of equal value and that we have the responsibility to make high quality, balanced provision for all pupils to help them reach their full potential as learners. We recognise that children with additional learning needs have the right and entitlement to be fully included in all aspects of school life.

This policy states how Beeston Rylands Junior School fulfils its statutory duties for children with additional learning needs and/or disability. The school adheres to the Special Needs Code of Practice and ensures that procedures are in place so that children with SEN are offered full access to a broad, balanced and relevant education at the school.

1. Aims and objectives

Aims

Our aims are:

- To identify those children who have Special Educational Needs, as defined in the Code of Practice
- To make appropriate provision for all children in our school, including those with SEN
- To assess and review progress and targets for all our children, including those with SEN
- To give all children the opportunity to reach their academic, physical, social and emotional potential
- To ensure all staff and governors are aware of and follow the requirements and guidance contained in the SEN Code of Practice
- To have clear and accountable funding arrangements for pupils with SEN

This provision will include:

- The termly writing and reviewing of provision maps with need appropriate targets, strategies and resources
- Appropriate access to the National Curriculum
- Support from the class teacher within the normal framework of the class
- Support from Teaching Assistants both within the class and as part of planned support groups
- Appropriate advice and support from external agencies
- Appropriately differentiated work, resources and expectations
- Appropriate consultation with parents and carers

Objectives

- **Identification** Information is gathered from a range of sources in order to identify children from as early stage as possible, enabling the school to make best provision for all children. Sources include assessment information, feeder schools, parents and outside agencies. Children with SEN are categorised using the 4 broad areas of need: Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health; Sensory/Physical and/or Medical and their provision is planned according to their particular need(s). When planning for the children, consideration is also given to the needs of the whole child within a wider picture, including factors such as, attendance and punctuality; health and welfare; EAL; being in receipt of pupil premium grant; being a Looked After Child; being a child of a serviceman/woman.
- **Monitoring** Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. Children are also monitored through termly (and where appropriate half termly) progress meetings between the Head Teacher, SENCo and Class Teacher.
- **Provision** Provision for SEN children is made through the use of appropriate resources, teaching and learning styles, groupings of children and appropriately differentiated work. Class teaching, as well as small group or 1:1 support is provided. Sometimes children are withdrawn from class for particular teaching and/or tasks. Provision is made through educational, as well as emotional and social support, for example, through the implementation of nurture groups and family facilities within our community room. Needs are met through the provision of an appropriate curriculum.
- **Parental/Carer Involvement** Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress.
- **Outside Agency Involvement** When a child's needs cannot be met through school alone, advice and input from specialist outside agencies is asked for.

- **School Environment** Class teachers will make regular opportunities to discuss need and provision with children, enabling the child to have a voice in their learning. Children's views are recorded as part of the plan, do, review process. The school works within the guidance provided in the SEND Code of Practice 2014.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is The Executive Head Teacher - Mrs Jackie Moss.
- The person co-ordinating the day to day provision of education for pupils with SEN is The SENCo – Miss Kathryn Harby.
- Specialist intervention is provided through Speech and Language Therapists, Think Children, School Nurse, Educational Psychologist, SFSS support teachers, Occupational Therapist etc. Children are supported by the class teacher and Teaching Assistants.
- Teachers are responsible for the progress of children with SEN during the time they are in their class. It is their responsibility to direct support staff to support the needs of these pupils in order that they make at least expected progress.
- Governors are responsible for monitoring the provision and progress for pupils with SEN in the school as a whole, the effectiveness of the SEN policy and the school's SEN work. This will be reported annually to parents.

3. Arrangements for coordinating SEN provision

The SENCO and class teachers will hold relevant details of all SEN Support records such as provision maps, child profiles, structured conversations, parental discussions, assessment reports, outside agency information etc for individual pupils. They will be kept in the classroom and electronically on the school's central server.

All staff can access:

- The *BRJS* SEN Policy via the school's server
- A copy of the full SEN Register or alternative school document used for tracking this cohort.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including provision maps, targets set, target reviews and relevant outside provider reports.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Parents are able to access information relating to their own child, with regard to SEN provision.

4. Admission arrangements

This is in accordance with Nottinghamshire County Councils Admissions Policy.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Transition Arrangements

Pupils who are identified as having SEN have carefully planned transition arrangements in order to support a successful move to their new school.

Pupils transferring from KS1 to BRJS.

The SENCOs from the feeder school and BRJS will meet to discuss the child's particular needs, as well as discussing strategies that have been successful. The SENCO will also attend review meetings and talk with parents/carers about their concerns and wishes for transition. Additional visits are arranged to enable children to become familiar with the layout of the school and to meet key members of staff. Booklets are sometimes made for the child to keep and take home, so that they can share these with parents/carers and continue to refer to them before their start at BRJS.

A meeting is held at BRJS in July for the parents of all Year 2 children transferring in September, in order for the school to share information about themselves; to introduce key staff and to give parents and children an opportunity to ask questions.

Pupils transferring from BRJS to KS3

The SENCOs will meet when appropriate to discuss individual needs, this may be as part of termly review meetings with parents or as a specific transition meeting. The SENCO will forward relevant records and information, sharing provision maps and information about successful strategies, including specific programmes that have been used. Additional visits will be arranged where it is considered beneficial to the child, enabling children to become familiar with the layout of the school and to meet key members of staff. Parents meetings are held at local secondary schools, in order for the school to share information about themselves; to introduce key staff and to give parents and children an opportunity to ask questions.

5. Specialist SEN provision

Although Beeston Rylands Junior School does not offer any specialist provision, we actively include all pupils that are allocated a place at our school through the LA admissions procedure. We support/have supported children with a range of Special Educational Needs, these include:

Dyslexia; Dyscalculia; Attention Deficit and Hyperactivity Disorder; Autistic Spectrum Disorder; Dyspraxia and Developmental Co-ordination Disorder; Downs Syndrome; Moderate and Severe Learning Difficulties; Physical Disabilities such as Ataxia and Cerebral Palsy.

We provide specialist equipment and resources where necessary for individual pupils. Staff training is updated where a specific need requires it.

The number of children that receive support for SEN, depends on the number of children with SEN on roll at any given time.

6. Allocation of resources for pupils with SEN

All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEN may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

When a child's needs are considered to be significant, and progress is not being made despite appropriate intervention and support, the SENCO may apply for additional funding through the Chilwell Family of schools (AFN). This is moderated within the family and relevant funding is then allocated and used to support the child. If needs are considered to be severe and complex, then an application will be made by the SENCO for High Level Needs Funding (HLN). This application will be moderated with the Family SENCO and then sent to the Local Authority for consideration by a panel.

At Beeston Rylands Junior School:

A small group of children have additional funding provided through the family of schools.

Other children are supported through pupil premium funding.

Children who are Looked After (LAC) receive additional pupil premium funding.

Occasionally a child will receive additional support through Inclusive Technology.

Occasionally a child will receive additional support through HLN funding.

7. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The responsibility for provision, progress and development of pupils lies with the class teacher, including where pupils access support from TAs or specialist staff.
- d) High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEN.
- e) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- f) Through (b) and (e) it can be determined which level of provision the child will need going forward.
- g) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is informally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. At this stage, the child will be recorded on a class provision map noting down their particular need and any interventions being put in place. This information will be shared with parents. It is recorded by the school as an aid to further progression and for future reference.
- j) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made. During progress meetings, provision and assessment information are discussed to ensure that needs are being appropriately met. Additional assessments may be carried out with regard to specific needs to further fine tune assessment and next steps.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. The class teacher is responsible for holding evidence of progress according to the outcomes described in the plan. Pupil progress is reviewed half termly, whilst review meetings for SEN are held termly. Meetings are held alongside this cycle when they are felt to be necessary.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral will be taken at a review meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care

- Health professionals
- Educational Psychologists

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

- Staff are kept informed of needs and developments of pupils, through consultation with the SENCO, who will ensure that relevant reports and pieces of information, e.g. health service reports, are shared and kept in an appropriate place where they can be easily accessed
- Training will be provided to enable staff to support children appropriately. Training can be requested by all members of staff. The SENCO will keep staff informed of developments in SEN policy and procedure.
- Children will be supported, as far as possible, in an environment matched to their needs. This may be in the classroom amongst the whole class, a quiet space away from the classroom, in a small group or in a 1:1 situation.
- Teaching Assistants are employed within classrooms to aid the support and development of individuals or small groups of children, along with suitable resources, both practical, paper based and electronic.
- Decisions regarding the groupings of pupils are made according to individual need. For example, where social skills are a need, then a small group situation is used, where a group of children are working towards the same target this work will also be delivered in a small group but for a specific individual learning need some 1:1 provision will be used.
- Targets for individuals are set with the aim of encouraging and motivating the children to succeed and to feel positive about their achievements. Achievements are celebrated and rewarded through praise, showing work to other staff and children, certificates, points, notification home etc.

9. Inclusion of pupils with SEN

The Head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the SLT including the SENCo to ensure that it promotes the inclusion of pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', School Nurse, Early Help Unit, the SBAP and the Multi-Agency Safeguarding Hub.

10. Evaluating the success of provision

In order to make progress in relation to SEN provision the school encourages feedback from:

Staff – through SEN based staff meetings; discussions between Teaching Assistants, Class Teachers and SENCO; termly review meetings.

Parents – through termly review meetings, parents' evenings and informal discussions between TAs, Class Teachers and Parents

Pupils – through pupil interviews with SENCO, discussion about targets with Class Teacher, nurture group sessions with TAs, informal discussions.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, head of school and executive headteacher/SEN governor and information is gathered from different sources such as assessment and monitoring information, child and parent surveys/ teacher and staff surveys/parents evenings. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

11. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO and/or Head Teacher, who will be able to advise on formal procedures for complaint.

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

13. Links with other schools

The school is a member of the Chilwell Family of schools; our SENCO works with other SENCOs within this family. There is a Family SENCO that co-ordinates this partnership. This enables the school to build a bank of joint resources and to share advice, training and development activities and expertise.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. External support services are referred to when needs arise for particular children or groups of children.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

The following services may be involved as and when is necessary:

School Nurse
Educational Psychologist
Emotional Health and Well Being services, including Think Children
Family Centre
Community Paediatrician
Occupational Therapy
Speech and Language Therapy
School and Family Support Services
Physical Disability Support Service
Physiotherapy Services

15. Working in partnerships with parents and carers

Beeston Rylands Junior School believes that a close working relationship with parents/carers is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Termly parents meetings are held with Class Teachers, where progress of children is discussed and reviewed. Review meetings are held termly for the parents of some children on the SEN register. Any concerns regarding provision can be raised at these meetings. Home school diaries are also used to communicate informally between school and home. Views are also gained through questionnaires and informal discussions. Annual reports give in depth information about attainment and progress over the year. Parents are invited to comment on and discuss this report with the class teacher. If a parent has a particular concern, they are able to make an arrangement to meet with the class teacher, SENCO or Head Teacher at a time that is convenient to them both.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEN governor, Dr Gareth Williams, may be contacted at any time in relation to SEN matters.

17. Links with other agencies and voluntary organisations

Beeston Rylands Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEN Governor)**

Date _____

This policy will be reviewed annually.