



WEST EARLHAM JUNIOR SCHOOL
SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Date Approved by Governing Body: 10th July 2018

Date of Next Review: July 2019

Signed Headteacher:

A handwritten signature in blue ink, appearing to be 'A. J. ...'.

Date 10-7-18

Signed Chair of Governors:

A handwritten signature in blue ink, appearing to be 'A. G. ...'.

Date 10/7/18

SEN Policy

Aims and objectives:

West Earham Junior School is an inclusive school and we aim to ensure through quality first teaching that all children with special educational needs engage in school activities alongside their peers. At the same time we cater for their individual needs, with adjustments to the learning environment and specialist support or provision as required.

In order to ensure the best possible provision for children with SEN we aim to:

- Identify as early as possible any individual who needs additional support and who may have SEN
- Arrange appropriate and timely assessments of a child's SEN, both in school and through liaison with outside agencies.
- Ensure that through quality first teaching that is differentiated and personalised, every child is able to reach his or her full potential, both academically and emotionally.
- Work in close partnership with parents and carers to plan for and provide appropriate support for children with SEN.

Identifying SEN

The term Special Educational Needs (SEN) has a legal definition. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

If there are concerns about a child's progress and possible SEN, the class teacher will discuss this with parents/carers and then make a referral to the SENCO. The SENCO, class teacher, parents/carers and the child will work collaboratively to make decisions on the type of support the school will provide. In some cases, if extra support or assessment is believed to be required, a referral will be made to an outside agency. Parents/carers, and where appropriate the child, will always be involved in this decision.

Under the Code of Practice there are four broad areas of need that West Earham Junior School has to identify and provide for:

- Communication and Interaction – Including speech and language difficulties, social communication difficulties and ASD.
- Cognition and Learning – including moderate or profound learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health – including children who are withdrawn or isolated, disruptive, lacking concentration or diagnosed with ADHD.
- Sensory and/or Physical Needs – including sight or hearing loss and physical disabilities.

Children identified as having SEN are placed on the school's SEN register, which identifies those children who receive 'SEN support' in school. For those children with more severe or complex needs which cannot be met through the resources usually available to the school, the Local Authority may decide to issue an Education, Health and Care Plan (EHCP), which details the child's needs and the resources required to meet those needs.

SEN provision

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support all children including those with SEN. The child as a whole and their social and emotional well-being is at the heart of our ethos and we strive to ensure that West Earlham Junior School provides a safe and nurturing environment for all children. In order to meet their additional needs, children with SEN may receive the following support and intervention for some or all of their time in school:

For communication and interaction needs:

- Visual aids, modelling and symbols
- Input from a speech and language therapist
- 1:1 speech and language programme
- Social skills training

For cognition and learning needs:

- Reading interventions including Read Write Inc and Project X
- Precision teaching
- 1:1 and/or daily reading support
- Maths intervention programme
- Narrative therapy programme
- Advice from educational psychology or specialist teacher

For emotional, social and mental health needs:

- 1:1 support with children's support worker
- 1:1 or small group Thrive sessions
- Support through outside agencies and health services

For sensory and/or physical needs:

- Motor skills programmes
- Specialist equipment such as writing slopes, easy grip pens, coloured overlays etc
- Advice from outside agencies such as occupational therapists and sensory support.

At West Earlham Junior School, all of our support is planned using the graduated approach outlined in the Code of Practice. The graduated approach involves

Assess – plan – do – review

Assess

When a concern is raised about a child's progress or attainment, the SENCO, in collaboration with the class teacher and parents/carers will carry out an assessment of the child's needs. This may include:

- Observations of the child
- Formal and informal assessments
- Discussions with class teacher and/or TA
- Discussions with parents/carers
- Discussions with the child
- Referral to outside agencies for more specialist assessment e.g. speech and language therapy, educational psychology or health services.

Plan

Following any assessment, a plan will be put into place as to how best to support the child's needs. This may involve some adaptations to the way the child is being taught or some additional intervention for a short time. If the child is identified as having SEN, this will be discussed with parents/carers and the child's name will be added to the school SEN register. All additional support provided by the school is recorded on a whole school provision map. In some cases, it may be appropriate to make more detailed plans for a child's support and an SEN Support Plan will be written by the SENCO in collaboration with the class teacher, parents/carers and the child. This will detail three or four individual outcomes linked to the child's area(s) of need and specify how, when, where and by whom the support will be provided.

Do

The class teacher remains responsible for the day-to-day provision for all children in their class. Where a child receives additional 1:1 or small group support outside of the classroom, the adult providing the support will work closely with the class teacher to ensure the skills being taught are integrated back into the classroom.

Review

The progress of all children, including those with SEN, is closely monitored by class teachers and the senior leadership team. In addition, the SENCO monitors the progress of children receiving additional support and intervention as detailed on the provision map and reports this termly to the senior leadership team. The effectiveness of SEN support and interventions is continually monitored and evaluated by the SENCO and senior leadership team and support is revised accordingly.

When an SEN support plan is in place for a child, this is reviewed at least every 6 months. For children with EHCPs, a formal review takes place at least once a year.

Communicating with parents / carers

Partnership with parents/carers is a central part of our school ethos. At West Earlham Junior School, we make every effort to actively involve parents in all stages of identifying and supporting children with SEN. This is achieved through daily informal conversations with the class teacher or TA, formal conversations at parent consultations in the autumn and spring term, and support plan/EHCP review meetings with the SENCO. Whenever a referral is made to an outside agency, this is always discussed with parents first, parents are invited in to meet with the specialist and any assessment information is shared with them.

Pupil voice

At West Earlham Junior School, we are always keen to involve children as much as possible in planning for and evaluating their own progress. All children have termly mentoring meetings with their class teacher, where they discuss their targets and progress. In addition, children with SEN support plans are involved in writing the plans and reviewing them. Children with EHCPs are also encouraged to give their views prior to a review meeting and to attend all or part of the meeting as appropriate. In line with the Code of Practice, all children with EHCPs are involved in creating their own One Page Profile which details their strengths and needs.

Transitions

Care is taken at all phases of transition to make it as seamless and stress free as possible. Staff work closely together to share information across phases and between year groups. Extra transition visits are arranged for children joining the school in year 3 and those leaving in year 6 to ensure that children with additional needs are familiar with their new surroundings.

Roles and Responsibilities

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEN policy and co-ordinating provision for pupils with SEN
- Liaising with and advising other school staff regarding identification of children with SEN and appropriate provision
 - Carrying out assessments and observations of pupils with SEN
- Writing SEN support plans in collaboration with class teachers, parents/carers and pupils.
- Arranging annual review meeting for children with EHCPs
 - Liaising with parents/carers of pupils with SEN
- Liaising with outside agencies
- Maintaining the school's SEN register and records
 - Assisting in the monitoring and evaluation of the progress of children with SEN
- Contributing to staff training
 - Liaising with the SENCOs in other school to support transition.

Class teachers are responsible for:

- Providing quality first teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to meet those needs.
- Monitoring and reviewing the impact of adjustments, interventions and support for pupils with SEN in their class.
- Liaising directly with parents/carers of pupils with SEN.
- Making themselves aware of the school's SEN policy and procedures.

Teaching assistants are responsible for:

- Making themselves aware of the school's SEN policy and procedures.
- Giving feedback to teachers about pupil progress
- Working as part of a team with the SENCO and class teachers to support pupils' individual needs and ensuring inclusion of pupils with SEN.

The Local Offer

Further information about SEN provision in Norfolk can be found on the Local Offer website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Our school Local Offer can be found on the school website:

<http://www.westearlhamjunior.norfolk.sch.uk>