

Castleford Park Junior Academy



Special Educational Needs and Disability Policy



Special Educational Needs and Disability Policy

'Every child deserves a fair start in life, with the very best opportunity to succeed'.

(Support and Aspiration: A new approach to Special Educational Needs and Disability-Executive summary)

Being the best we can be together!

Introduction

At Park Junior Academy we aim to provide a personalised and balanced curriculum with high expectations and targets for all. We have an inclusive ethos which supports systems for early identification of barriers to learning and participation. Teachers take account of children's requirements and make provision to support individuals or groups of children considering their needs. We recognise that children may have special needs at any time or throughout their time in school and aim to accelerate their progress as we would for any child. See teaching and learning policy for further details.

Aims

- To ensure that all children in school are encouraged, valued and accepted equally, regardless of their ability or behaviour
- To ensure that all children have access to all areas of the curriculum
- To ensure that teaching strategies are responsive to different learning styles to support appropriate, meaningful and effective learning for all
- To encourage pupils to accept their share of responsibility in their learning and feel involved in setting targets and reviewing progress
- To ensure that parents work in partnership with school and are kept informed and involved
- To ensure that all staff and outside agencies fulfil their roles in supporting the child's needs

Inclusion

We respect that children have different behavioural and educational needs. We support children in managing their behaviour and emotions in order for them to be able to fully access school life effectively and safely through a high profile SEAL curriculum and support from learning and behaviour mentors. We know that children access the curriculum at their own pace and level. Learning targets and tasks should be adapted and modified to match lesson objectives and learning should be checked regularly against these targets. Please see our assessment policy for further details. We ensure that relevant training is undertaken and kept up to date so that staff are aware of children's needs and know how best to support their learning.

Mission Statement

Castleford Park Junior Academy seeks to provide a high quality education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. Our motto 'Aspire, Achieve and Enjoy' supports our aim to offer excellence and choice to all our

children, whatever their ability or needs. We have high expectations of all our children and work towards all children reaching their full potential. We aim to achieve this through the removal of barriers to learning and participation. Castleford Park Junior Academy operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs, education health care plans and those others with less significant problems.

Aims and Objectives

At Castleford Park Junior Academy the emphasis is on a whole school approach. Everyone is committed to providing the conditions and opportunities to enable any child (including children with SEND) to be included fully in all aspects of school life. The Special Needs and disability policy supports the stated ethos of the school that: Through effective teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential. We aim for success for all." All staff take the responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

- The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, those needs will be made known to all who are likely to teach them.
- The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resource
- Staff inform and work in partnership with the parents/carers of children with SEND so that we can work together to support our children.
- A variety of teaching styles, resources and interventions will be used to cater for different learning styles to ensure children with SEND are able to access the National Curriculum.
- Staff work in partnership with outside agencies who provide specialist support and teaching for children with SEND. E.g. Communication Interaction Access Team (CIAT), Learning Support Service (LSS), Educational Psychologist service (EPS).
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEND.

Definition of Special Educational Needs and Disability (SEND)

This policy accepts the definition of SEND as set out in the Special educational needs and disability code of practice: 0-25 years which was published in January 2015.

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) has 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. (See our EAL policy)

The government is reforming 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 comes into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation January 2015.

More details about the reforms and the SEND 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. Details about EHC plans can be viewed through the Wakefield Council local offer website.

<http://wakefield.mylocaloffer.org/Home>

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 Wakefield 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.

Areas of Need

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

- Cognition and Learning
- Communication and Interaction
- Emotional, Behavioural and Social
- Sensory and Physical

Access to the Curriculum

The National Curriculum will be made available for all pupils. Where pupils have special educational needs, the school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support. It is vital that children with special needs do not have a narrow curriculum. Effective management, school ethos, learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others.

- The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- B Squared and the Wakefield progression steps assessments are tools used to identify next steps.

Resources

The school allocation for pupils without a statement for SEND are devoted to the provision of human and physical resources. The school spends over and above this amount to cater for the needs of the children and ensure children can make progress. All classrooms hold a range of resources and differentiated materials at different levels matched to ability. Advice is always available from the SENCo, subject leaders or support teacher/TA.

Identification

Some children come to us with a recognised learning difficulty. These children are supported in the first instance by appropriate transition arrangements and documentation passed on from their previous school. The year group team and the Special Educational Needs Co-ordinator (SENCo) attends phase transfer reviews where needed to support the child as best they can.

Other children are identified by the class teacher where it becomes clear that a child is not making progress and their attainment is significantly outside the expected range for their year group.

To assist in the identification and assessment of special needs, the school will use the following information:

- information from feeder schools
- half termly assessments and formative assessments in lessons
- records-medical or academic from other agencies or institutions
- concerns expressed by parents, teachers, pupils or other agencies

Children are assessed on a half termly basis. This information is fed into the Target Tracker system which is used to track pupil progress. Pupil progress meetings then take place to ensure that under-performing children in each class are highlighted and their needs are addressed. Teachers differentiate within the classroom in order to respond to the different abilities and learning styles of the children.

Where this differentiation does not enable a child to make progress, additional steps are taken. Specific, Measurable, Achievable, Relevant and Time bound targets are set on a One Page Profile (OPP). The class teacher has ultimate responsibility for this but input is valued from the (SENCo), support staff, parents and child. The OPP also contains teaching strategies and the date when it must be reviewed and evaluated. Park Junior Academy review OPP targets half termly and meet with parents termly.

The school offers a differentiated curriculum. When a pupil fails to make expected progress and shows signs of difficulty in some of the following areas: cognition and learning difficulties; presenting persistent emotional, behavioural and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the teacher will complete a SENCO referral form, discuss this with parent and SENCo and then the school will place the pupil at 'SEN support level'. Support will then be offered that is additional to and different from the differentiated curriculum in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Specific interventions linked to area of need
- Modified work
- Individual timetable

The resources allocated to children who have non-statemented/ Education, Health and Care plans (EHCP) will be used to implement specific interventions which are tracked on the provision map or to implement One Page Profiles (OPPs) at SEN Support level. If a pupil does not make expected progress despite the school taking the action outlined, advice will be sought from the appropriate support services, the OPP will be amended accordingly and the pupil will be moved to 'SEN support level plus' (enhanced level of support). External support services will provide information and advice for the child's new OPP. The new strategies in the OPP will, wherever possible, be implemented within the child's normal classroom setting. At this stage a 'My Support Plan' may be issued to the child. If this is the case the class teacher/ SENCo will invite the parents/carers into school to discuss this further.

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if they continue to achieve their targets and make identified progress. Some children who are placed on an OPP may move quite quickly off the OPP (and the SEN register) whilst other children may stay on for a longer period.

If progress is still not achieved despite 'SEN support level Plus', the child may be assessed bearing in mind the LA guidance with a view to initiating a 'My Support Plan' which could then lead to an Education, Health Care Plan being issued by the Special Educational Needs Assessment and Review Team (SENART).

Education, Health and Care Plan Assessment (EHCP)

- A child will be brought to the LAs attention as possibly requiring an assessment through:-
- a request for an assessment by the school
- a request for an assessment by the parent or
- a referral by another agency e.g. health authority, social services.

In considering whether an Education, health and care assessment is necessary, the LA will pay particular attention to:

- evidence that the school has responded appropriately to the requirements of the National Curriculum,

- evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties,
- evidence of action already taken by the child's school to meet and overcome these difficulties,
- evidence of the rate and style of the child's progress,
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level.

All EHCP's **must** be reviewed at least annually, but if a child's special educational needs changes, an early review is held as soon as possible to ensure that the provision specified in the EHCP is still appropriate.

Therefore the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily an intervention can be made, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

One Page Profile (OPP)

- A OPP can be used to plan the interventions for individual pupils made through:
- SEN support level.
- SEN support level plus.
- Pupils with a statement or an EHCP.

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets. OPP reviews will be held termly.

A OPP should focus on up to four key individual targets and should include information about:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when OPP is reviewed)
- Timed - ensuring targets set are SMART

Records/Assessment

Accurate records and assessments will help with the setting up of OPPs and aid outside agencies as well as school in the monitoring of progress. Appropriate records and forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with any other diagnostic tests, observations and data. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child's strengths and areas for development.

The progress of children with SEND will be reviewed through formative and summative assessments as outlined in the Code of Practice. The progress of children with SEND is carefully tracked by the class teacher and reported to the SENCo who carefully monitors pupil progress. KS2 SATS - If appropriate statemented or children with an EHCP and SEN support level will be given 'readers' or 'prompters' for their SATS and where necessary, extra time can also be given. All will be done to assist children in respect of need and in line with 'Assessment and Reporting Arrangements'.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The SEN Governor

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. Sue Churm is the current Governor with responsibility for SEND. She has regular contact with the SENCO and the Senior Management of the school to keep up-to-date with, and monitor 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. The SEND governor also works in school with children on the SEND register on a regular basis.

The Special Educational Needs Co-ordinator (SENCo)

Mrs J Roberts is responsible for the arrangements for SEN provision throughout the school and works closely with the Assistant SENCo Mrs J Hurdiss.

The role of the SENCO includes:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs'
- Liaising with and advising teachers.
- Managing learning support assistants.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.

- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments.
- Work closely with the nominated Special Needs Governor.
- Monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.
- Monitor provision of SEND through 'dip ins', work scrutiny, lesson observations, pupil progress meetings and planning scrutiny.

Learning Support Assistants

Support assistants play a key role in supporting children with SEN. All our SAs receive appropriate training in order for them to fulfil their role efficiently. SAs give input into OPPs, teachers share their planning to facilitate better support, and small steps. Teaching is sometimes delivered in smaller groups to better support their learning and personal development.

The SEN Register

The school maintains a SEND register which contains details of all children identified as having special needs, SEN support level, SEN support level plus and Statements/EHCP. This is confidential. The register is continually revised and updated.

Admission Arrangements

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place within Castleford Park Junior Academy, if it is available.

It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

Support Services

Castleford Park Junior Academy does not have any special unit attached, but has access to and benefits from a wide range of support services through the Local Authority with other agencies with whom we aim to work in partnership.

- Educational Psychology Service
- CIAT
- LSS
- Portage
- Behaviour Support Service
- Social Services
- School medical service
- Speech therapists
- Counselling Service
- Local nurseries
- CAMHS
- Police service
- EMAT
- School nursing team

- Occupational Therapists
- Hearing impairment team

Partnership with Parents (or those with parental responsibility)

"Parents hold key information and have a critical role to play in their children's education. The Special educational needs and disability code of practice January 2015 recognises the importance of parents and there is a clear focus on the participation of children and parents in the decision-making at individual and strategic levels.

The school actively seeks the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be fully consulted before the involvement of support agencies with their children, and will be invited to attend any formal review meetings at all stages. **All staff should be aware of the pressures a parent may be under because of the child's needs.**

Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their OPPs. Steps will be taken to involve pupils in decisions which are taken regarding their education.

Partnership with Other Schools

The school liaises with the feeder Infant and local high schools in order to ensure the easiest possible transition from KS1 to KS2 and from KS2 to KS3. Planning for transition for some pupils may start early. If necessary children with SEND will have additional visits from the Infant school and to the high schools in order to aid their transition.

Staff Development

In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

Complaints Procedure

Parents/carers are asked to speak to the class teacher, SENCO or the Headteacher in the first instance. If the matter is not resolved then parents should contact the SEN Governor or the Chair of Governors in writing. If following this action the matter remains unresolved then subsequent recourse can be taken through the LEA.

Evaluating Success

This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils'

OPP progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need,
- Success of the identification process at an early stage,
- Academic progress of pupils with special educational needs,
- Improved behaviour of the children, where this is appropriate,
- The increase in the level of inclusion achieved within the school setting,
- Pupil attendance,
- Number of exclusions,
- Number of children supported by the funding allocation for non-statemented/EHCP special educational needs,
- Consultation with parents,
- Number of pupils moving between stages,
- Pupils' awareness of their targets and achievements,
- The school meets the statutory requirements of the SEND Code of Practice 2014

Monitoring and review

The SENCo monitors the movement of children within the SEN system in school. The SENCo provides staff and governors with termly summaries of the impact of the policy on the practice of the school.

The policy is reviewed annually.

Policy amended: Sept 2016

Reviewed and updated: Sept 2016

Review Sept 2017

Signed

Mrs B. Townend Executive Headteacher Date:

Signed

Chair of Governors Date:

Signed Date:

Jody Roberts SENCO