

Howbridge Church of England Junior School **SEN and Inclusion Policy 2019-2020**



Introduction

'A child is considered to have Special Educational Needs, where the learning or disability calls for special educational provision, that is provision different from or additional to that normally available to a child of the same age.'

School Statement

At Howbridge Church of England Junior School we aim to provide pupils with a safe, stimulating environment, where pupils can achieve their potential, regardless of any special needs they may have. Every child is valued and cared for and our broad and balanced curriculum enables us to provide children with the opportunity to succeed. Special Educational Needs means: educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in school. At any point in their school life a child may have Special Educational Needs. The need for support is an entitlement for pupils who need it rather than as a special addition to their education.

Fundamental Principles

- A child with special educational needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should be sought and considered
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

At Howbridge Junior School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all their senses and of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Aims and objectives

To identify and assess the needs of individual children and ensure they are provided for in all areas of the curriculum.

To create a broad, balanced, differentiated and inclusive curriculum for all children with Special Educational Needs.

The school sees all pupils as individuals with differing needs, interests and abilities.

To ensure that the special educational needs of children are identified using assessment and the Essex threshold of stages of Special Educational Need.

The school believes that both parents and teachers working together will have the greatest impact on a child's education.

The Governing Body

The Governors, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. SEN provision is an integral part of the school development plan.

One member of the Governing Body is named as having responsibility for the provision of SEN. The Governor is kept informed by visits to the school and reports from the SENCo as to current needs and provision in the school, to ensure the quality of SEN provision is continually monitored.

The role/responsibilities of the SENCo/Inclusion Manager:

- Oversee the day to day operation of the school's SEN policy
- Co-ordinating provision for children with additional needs
- To support teachers in providing extra interventions and provisions, such as Catch Up and RAPID maths.
- Line manager for Learning Support Assistants.
- To support and advise colleagues.
- Contributing to the professional development of all staff.

- Overseeing the records of all pupils with Special Educational Needs
- Act as a link with parents.
- Liaising with external agencies, including Educational Psychologists, specialist teachers and medical services.
- To monitor and evaluate the special educational needs provision, and report to the governing body.
- Manage a range of resources to enable provision to be made for children with special educational needs.

Resources and access to outside agencies

The SENCo is responsible for the operation management of any specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The school employ a Parent Support Advisor (Belinda Alger), who is also a fully qualified counsellor and Beth Marrant (Speech and Language therapist), who work with identified children. These children are referred by teacher to the monthly LAB meetings (Learning Attendance and Behaviour). Those, who form the LAB group will decide on the appropriate intervention needed for that child based on the information given. This intervention may be a resource from inside the school or an outside agency that we are able to access, such as 'Yoyo', GROW, and 'Kids Inspire'. If a parent is concerned and feels that a paediatrician needs to become involved then they can take their child to see the school nurse, who will make a referral to Provide, if it is felt there is enough evidence to support an application.

SEN Support

The triggers for intervention at SEN support could be:

- The child has a diagnosis and there is evidence to support that this difficulty is impacting on their academic achievements.
- The child shows difficulty in developing Literacy and Numeracy skills, even though they are receiving extra support.
- The child is displaying emotional or behavioural difficulties, which impacts on their learning.

We at Howbridge Church of England Junior school use school-based interventions at SEN Support level to support children. These may be a combination of:

- Different learning materials.
- Special equipment.
- Use of information technology.
- Group or individual support.
- Support for curriculum planning / differentiation.
- Additional planning and monitoring time.
- A range of management strategies and / or alternative arrangements based on specialist advice.
- A range of teaching approaches.
- Staff development and training.

The class teacher remains responsible for working with the child on a daily basis and for the planning and delivering of an individualised programme. The class teacher will continue to monitor the child and review progress. If progress is satisfactory, (i.e. targets are being achieved) then review times may be extended to twice yearly. The child will continue to be supported at SEN Support.

EHCP

If a child is given a Statement of Educational Need the school has a duty to provide. The SENCo will make effective use of any additional resources allocated by the LA, this includes meeting with Specialist Teachers, where allocated.

Children with EHCPs will have one planning meetings each term, where a discussion will take place about how those working with the child can support them to work on areas that are not going so well. Outcomes will be set to determine how the child will be supported to achieve the targets. All children, who currently have a Statement will be moved over to an EHCP by March 2018.

Assessment

It is vital that children with special educational needs are identified early. The teacher, in discussion with the SENCo, informs parents at the earliest opportunity of any concerns.

Children are identified using the Essex Threshold levels for curriculum or Personal and social development, using the Provision Guidance.

Teachers meet with the SENCo and Upper/lower school leader to discuss pupil progress. Children, who are struggling, are identified and interventions will be discussed and put into place as appropriate. The SENCo and Class teacher use the thresholds for special educational needs to identify the level of support that a child may need. If a child is struggling to in class teachers will use the provision guidance from Essex to ensure that all appropriate support and resources are being sourced.

At Howbridge Church of England Junior school we believe on working together with parents to support children in all aspects of their learning. We will meet with parents to gather views/opinions and evidence to support an application for an EHCP, if it is felt that little or no progress has been made.

For all children with Special Educational Needs they will have an intervention plan which will identify interventions that they are receiving. Children with an EHCP and in some circumstances, those on SEN Support will also have identified targets which have been selected by the teacher for them to work on. Parents will be invited to discuss their child's progress each term, where a review of the previous term will be discussed and any adjustments to the provision map will be made.

School Request for EHCP

If the school or parents makes a request for statutory assessment to the LA this will be due to the significant cause for concern. The LA will seek evidence from the school that any interventions or programmes have been implemented and been unsuccessful. When a request is made the school will be asked to submit written evidence or information regarding:

- Provision maps
- Regular one planning meetings and outcomes
- Medical history, (If appropriate)
- Currently we are using Pupil Asset.
- Assessments from an Educational Psychologist or Speech Therapist.
- Parent and child views.
- Involvement from Social Care or Educational Welfare service

Parents have the right to apply for an EHCP for their child. However, the above evidence will also be required from the Local Authority, which the school will be expected to submit.

'One planning'

The school conduct One Planning meetings. These are person centred meetings, where all appropriate individuals are invited to attend. The meeting is focused around what is working and what is not working. This will then set the outcomes for the one plan. One Plan meetings can be regular or a one-off meeting, which will be outcome focused. Actions will be set according to the needs of the child and the issues that come out of this meeting.

Monitoring and reviewing

All pupils' progress will be monitored and reviewed during the year. The school has parent consultation evenings and a written report for each child. If parents are concerned about their child's progress then they are encouraged to get in touch with the class teacher in the first instance to discuss concerns. Should it be necessary they will discuss concerns with the SENCo and if appropriate a one planning meeting will be set up with the parents, teacher, SENCo and in some cases the Parent Support Advisor.

Gifted and talented Pupils

Children are identified as gifted and talented based on their levels and scores on entry into the junior school. These are looked at each year and children are highlighted. These children are monitored closely and children are given extra challenges in class and opportunities to attend clubs aimed for these children as well as a chance to represent the school at events, such as maths challenges.

English as an Additional Language Pupils (EAL)

Children who are identified as having English as an additional language will be assessed using the stages of English Language acquisition. For children, who meet the criteria additional funding is allocated by county for additional support.

Speech and Language

Howbridge Junior School employs Beth Marrant to support the speech and language intervention at the school. She will offer therapy or programmes of work or see children for a one off visit to support their needs. Beth also provides training for staff to support the speech and language in their classroom.

Partnership with parents

The school feel it is essential that the school works collaboratively with parents to support their children. The school will actively seek the involvement of parents in developing and implementing a joint approach at home and in school. At Howbridge Junior School we operate an open-door policy. Should parents feel concerned about the provision that their child is receiving, they are advised to speak with their class teacher, in the first instance and then the SENCo. If they still have further concerns then they are advised to follow this up by speaking with the Head teacher.

The school also funds a school-based counsellor, who is also available to work with parents, who feel they need support with their child at home. Appointments can be made via the SENCo or school office.

Date of Policy: October 2019

Review date: October 2020