



# James Bateman Junior High School

## Special Educational Needs & Disability Policy 2017 - 2018

### 1. Definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty that calls for **special educational provision** to be made for them.

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Pupils 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.

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow them to join in activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision. The additional in-class support will be reviewed termly to ensure pupils with special educational needs can fully access the curriculum.

The school will have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like make the most of their education will be ascertained. They will be encouraged to participate in all decision making processes and contribute to the assessment of their needs, the review and transition processes.

### **1.1 Identification, Assessment and Provision**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, SENCO and team of teaching assistants, all other members of staff have important responsibilities.

*All teachers are teachers of pupils with special educational needs.*

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements.

However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

### **1.2 Graduated Response**

James Bateman Junior High School will adopt a graduated response to meeting Special Educational Needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as outlines in the **SEND Information Report**, which can also be accessed on the school website. Such interventions are a means of helping school and parents match educational provision to individual pupils needs.

School will record the steps taken to meet the needs of individual children.

School offers the following entitlement:

- Booster classes are available for yr6 pupils
- Paired and guided reading
- House points reward system
- Open access to a varied programme of lunchtime activities and clubs
- Access to precision teaching methods
- Dyslexia Friendly classrooms
- Accelerated Learning Techniques
- Literacy and numeracy support through withdrawal
- Motor skills programmes
- Whole school screening for dyslexia and dyscalculia

A detailed overview of the provision available can be seen on the school's Provision Map, which is regularly updated by the SENDCo.

If a pupil is known to have special education needs when they arrive at the school, the head teacher, SENCO, literacy and numeracy co-ordinators, departmental and pastoral colleagues will:

- Use information from the previous school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning
- Ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and in school

### **1.3 English as an additional language**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

## **2. The role of the SENCO**

The SEN Co-ordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Liaising with and advising fellow teachers
- Managing the SEN team of teachers and teaching assistants
- Co-ordinating provision for pupils with special educational needs
- Overseeing the records on all pupils with special educational needs
- Liaising with parents of pupils with special educational needs
- Contributing to the in-service training of Staffordshire County Council liaising with external agencies including the LEA's
- Support and Educational Psychology Services
- Health and Social Services and Voluntary Bodies

### **3.1 Early Identification (Wave 1)**

Assessment is a continuing process that can identify pupils who may have special educational need. The school will measure children's progress by referring to:

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- Evidence from teacher observation and assessment
- Their performance within the National Curriculum at the end of a key stage
- Their progress
- Standardised screening or assessment tools

At this stage, teachers will support pupils through differentiated tasks and resources to support learning. Quality first teaching addresses any issues at this initial stage. Teachers may refer to checklists to identify possible difficulties and barriers to learning before referral to SENCo.

### 3.2 Monitoring Pupil Progress (Wave 2)

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies in place which may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through a **Monitoring Phase**. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

At this point, pupils will be placed on the Monitoring Register and interventions additional to support provided in class will be put in place.

### 3.3 School Support (Wave 3)

If, during the **Monitoring Phase**, a pupil continues to make inadequate progress despite additional support, it may be considered that the child has a Special Educational Need and should be placed on the Special Educational Needs Register. When a pupil is identified as having Special Educational Needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as **School Support**.

If school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The school SENCO will support the assessment of the pupil, assisting in planning

future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's subject and pastoral teachers will remain responsible for working with the pupil and for planning and delivering an individual programme.

In some cases outside professionals will need to be involved in order to assess the child's needs and to offer advice as to the further support required. If this is the case, parents and carers will be fully involved in the referral, assessment, planning and review stages.

### 3.4 Nature of intervention

The SENCO and the pupil's subject teachers should decide on the action needed to help the pupil to progress in the light of any assessment. This might be:-

- To provide different learning materials or special equipment
- To introduce some group or individual support
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- To undertake staff development and training aimed at introducing more effective strategies
- Access to support services for one-off occasional advice on strategies or equipment or for staff-training.

### 3.5 Personal Learning Plans

Strategies employed to enable the pupil to progress should be recorded within a Personal Learning Plan (PLP). This will be recorded in the pupils' planner, their individual file and their electronic school record.

The PLP 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
- Outcomes (to be recorded every 6 weeks)

Plans will be written through consultations between SENCO and teachers, and proposed targets will be discussed with parents and pupils and recommendations taken into account. The targets will be considered in the relevant teachers' planning, and reviewed regularly by the SENCO and class teachers.

## 4 School request for further support

For a few pupils the help given by schools through **School Support** may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to complete an assessment for an **Education and Health Care Plan (EHCP)**. Where a request is made, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the Local Authority detailing:

- The school's action through **School Support**
- PLPs for the pupils
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant

- Levels of attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher and an educational psychologist (which is compulsory)
- Views of the parents and of the pupil

The assessment involves consideration by the Local Authority, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHCP assessment of the child's special educational needs is necessary. A child will be brought to the Local Authority's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the Local Authority will consider the case for an EHCP assessment of the child's special educational needs. They may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require an **Education and Health Care Plan (EHCP)**.

An EHCP will include:

- The pupil's name, address and date of birth
- Details of all of the pupils special needs
- Identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type/name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

## 5 Annual review of an EHCP

All EHCPs will be reviewed at least annually with the parents, the pupil, the Local Authority and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified on the EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved.

- **Statements of Special Educational Needs**

These have now been replaced by the EHCPs described above. However, pupils who previously had a Statement still have those in place until a review has taken place to determine whether the Statement should be ceased or converted to an EHCP. Parents and carers will be informed of the transfer arrangements at their child's next Annual Review. Where pupils are deemed not to be in need of an EHCP, they may be given a PCP (Pupil Centred Plan) which will include targeted strategies for support but do not come with statutory hours/funding for additional support from a teaching assistant.

## 6 Inclusion

At James Bateman Junior High School, all pupils irrespective of ability, race, gender or need, are respected and valued as complete individuals. This is reflected in the schools organisational and curriculum structure, its assessments and rewards systems and pupil's records. Pupils with Special Educational Needs and

Disabilities are integrated and included into the life of the school as a whole, including its social and cultural activities.

The school believes that

- Needs, rights and entitlements of individual pupils are the focus of both an educational and social environment.
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice
- The family, school and community should work together.

## 7. Deployment of Teaching Assistants

Teaching Assistants are deployed as a priority to meet the provision as set out in individual pupil's statements of special educational needs, and where a pupil has a specific difficulty such as a physical disability. Teaching Assistants are then allocated to groups in order to support pupils at the Monitoring Phase, at School Support and those who have Statements or EHCPs.

## 8. Dyslexia Friendly Status

The school aims to be dyslexia friendly in order to improve teaching and learning not just for dyslexic pupils, but for all pupils in the school. Our Dyslexia Friendly Full Status was renewed in March 2015.

As part of the school's Dyslexia Friendly Initiative, we ensure that schemes of work include a variety of activities that allow pupils to show their knowledge without always having to complete written tasks; lessons address a range of learning styles; worksheets and interactive whiteboards present the correct font and coloured background; homework is entered into the planners of dyslexic/SEN pupils who require this support; copying from the board is kept to a minimum; and dyslexia support materials (e.g. reading rulers) are available in every classroom.

As part of the GL Assessment, all pupils are screened for dyslexia. Diagnostic reports for individual pupils will outline areas of weakness and, where appropriate, strategies for support. These results will be used in conjunction with data taken from other sources as well as observations made in class.

## 9. Complaints procedures

Initially, all complaints from parents and carers about their child's Special Educational provision is made to SENDCo who follows this up with relevant staff. However, if a parent is not satisfied with response given the Complaints procedure outlined in the school's prospectus may be followed.

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