

# Priory Junior School

## SEND Policy

June 2017

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### **Definition of SEND**

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. The four areas of SEN are as follows:*

- *Communication and interaction.*
- *Cognition and learning.*
- *Social, mental and emotional health.*
- *Sensory and/or physical.'*

### *SEND Code of practice 2014*

At Priory Junior School we strive to provide inclusive education for all children including those with Special Educational Needs and Disabilities (SEND). Quality First Teaching is the universal provision made for all children and young people, in addition to this, where a pupil has been identified as having a SEN, evidence-based interventions will be put into place to help close the gap. Some children may need further special support which may include specific personalised provision.

### **Objectives**

The specific objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met.
- To ensure that we provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND.
- To ensure that all learners make the best possible progress.
- To ensure that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

### **Role of The SENCo**

The responsibilities of the SEND Coordinator (SENCo) include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early-years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with future educational providers to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps up-to-date records of all pupils with SEN

### **Role of The Class Teacher**

The class teacher responsibilities include:

- Being aware of the school's SEND policy.
- Working alongside parents and children to write and regularly review appropriate targets.
- Working alongside the child to develop child friendly targets.
- Keeping up to date assessments of children with SEND.
- Writing chronologies of progress for children with SEND.
- Differentiate lessons to ensure all children are included.
- Liaise with parents of children with SEND regularly.

### **SEND Class Files**

It is the class teacher's responsibility to ensure their SEND class file is up-to-date. The file should include One-page Profiles (OPPs), Chronology of Impact and relevant assessment data. It is the Class Teacher's duty to complete a Chronology of Impact throughout the school year, detailing implemented interventions and strategies used to support the child.

## **Identification and Assessment of SEND**

In accordance with the SEND Code of practice 2014 our method of identification and provision follows a graduated approach:

1. **High Quality Teaching:** The class teacher differentiates teaching and learning to ensure that the needs of individual children are met. Additional general support may be provided.
2. **Additional Need:** If a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher or a teaching assistant. The length of time the interventions run for varies according to need but will be monitored regularly. Interventions will be reviewed by the SENCo and staff to establish the effectiveness of the provision and to inform future planning.
3. **Higher Needs:** If a pupil has higher level needs this may result in them being identified as requiring 'SEN support' and having a One-page Profile (OPP). The formulation of this will involve the parents/carers, child and where applicable other relevant professionals. This process will identify outcomes and targets for the child and how they may be achieved.
4. **Complex Needs:** If a pupil's needs are more complex formal assessments for an Education, Health and Care Plan may be undertaken.

A child may move between the levels of support, depending on their individual need.

If a child has been identified as having SEN, they will have an OPP. This is a personalised document co-produced with the pupil, parent and class teacher to ascertain outcomes and how these outcomes are to be achieved. These will be monitored by the class teacher and by the SENCo and will be reviewed in the SEN Review Week, where progress towards the outcomes is discussed with the parent and pupil. All parties will have a copy of the OPP which will be an on-going working document. An OPP should include:

- A summary of needs
- Personalised, specific and reachable targets.
- Teaching strategies to be used.
- Required resources.
- Success Criteria.
- Evaluation of progress.
- Involvement of outside agencies

Once completed, OPPs should be shared with the SENCo. The school develops child friendly targets to ensure children are fully involved with their learning. Lesson planning should provide opportunities for the child to work on these targets and achievement should be celebrated. During SEN review week OPPs are evaluated and renewed by the Class Teacher and parents.

### **Education, Health and Care Plans**

The purpose of an Education, Health and Care Plan (EHC) is to:

- Deliver special educational provision to meet the special educational needs of the child or young person.
- Secure the best possible outcomes for them across education, health and social care.
- Prepare them for adulthood.

In accordance with an EHC plan, a local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

### **Common Assessment Framework**

In accordance with *The Every Child Matters* Green Paper we use the Family Common Assessment Framework (FCAF) in order to support children with SEND and their families. This enables us to work in unison with a variety of outside agencies, correctly assessing the child's needs and allowing achievable targets to be set. After a FCAF has been written alongside parents, Team Around the Family (TAF) meetings are held regularly to ensure progress is being made.

### **Access to the Curriculum**

All children have an entitlement to a rich and broad curriculum which should motivate and excite them. When a pupil has been identified with SEN their work will be differentiated appropriately by the class teacher as part of High Quality Teaching to enable them to access the curriculum. Teachers use a variety of teaching strategies to enable all children to succeed. Lessons have clear objectives and success criteria, they are differentiated to ensure all learners and learning styles are included. Weekly plans include a section for specific actions for children with SEND and these are linked closely to the child's OPP targets. Where necessary, children are given adult support and are included in guided groups during lessons in order to provide additional support. Teaching Assistants have access to the teachers' plans and their role during lessons is made clear. All classrooms have a visual timetable on display throughout the school day and our classroom displays are inclusive. If required, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips, wobble cushion etc.

## **Interventions**

Appropriate interventions for children with SEND are designed by the Class Teacher with support from the SENCo where necessary and link closely to the child's OPP targets. Interventions will be placed onto the school's provision map and monitored closely by the SENCo. Intervention levels are graduated into the following system:

- Wave 1 intervention is high quality teaching of all children during lessons.
- Wave 2 intervention is small group support for children who are showing gaps in their learning.
- Wave 3 intervention is specific targeted support for individual children.

## **Partnership with Parents**

At Priory Junior School we work closely with parents and carers of children with SEND and value their contributions highly. We actively encourage partnership with parents through our open door policy. We hold two parent evenings during the school year and parents are invited to EHC plan reviews and FCAF meetings. In addition to this parents are invited to SEN review week to discuss their child's targets.

## **Monitoring**

The SENCo is responsible for the monitoring of the school's SEND provision. Learning walks are carried out regularly and the findings from these are fed back to the Senior Leadership Team and Class Teachers. Planning scrutiny is used to ensure lessons are being differentiated appropriately and the specific needs of children with SEND are being met. Discussions with children with SEND are carried out and their views are used to further enhance their learning experience. A SEND action plan is written and reviewed once a term and shared with the Senior Leadership Team. All assessment of children with SEND are given to the SENCo.

**This Policy will be reviewed in June 2018.**