

# SEN Policy 2015

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Thinking - Creativity - Community

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Thinking - Creativity - Community

## Mission statement

At Honley Junior School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. All teachers are teachers of children with Special Educational Needs. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

## Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

***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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:***

***a) have a significantly greater difficulty in learning than the majority of others of the same age; or  
b) have 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.***

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with staff (SENCO, Senior Leadership Team), Governing Body (SEN Governor), parents and families.

## Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### Objectives

- To work within the guidance laid down in the SEND Code of Practice 2014
- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and primary settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Outreach Services (Physical Impairment, Hearing Impairment, Autism, Occupational Therapy), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, network of SENCOs in the Honley Partnership, Targeted Youth Support.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school forum, residential visits, school plays, sports teams and a wide range of clubs.

## 1. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Linda Goodall, (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Penny Kingston (SENCO and Assistant Headteacher)

## 2. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

### All staff can access:

- The Honley Junior School SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including Additional Needs Plans, My Support Plans (where applicable), targets set, copies of their provision map and provision timetables.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Kirklees's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

## 3. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

## 4. Identification of pupils' needs

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching.

See also the definition of Special Educational Needs at start of policy.

### A Graduated, Whole School Approach to SEN Support

Class teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

In school, we review the quality of teaching for all children/young people, including those at risk of underachievement. The leadership team and relevant subject leaders observe lessons, scrutinise

selections of children's work, interview pupils and review planning, in order to maintain the quality of teaching and learning. Each term there are formal Pupil Progress meetings between senior leadership and class teachers, to monitor and discuss the progress of all children in each class. At parents' evening twice a year, progress and attainment are discussed with parents/carers and at the end of each year a full report is produced for parents/carers about their child. Year group teams meet every week to ensure consistency in planning and to discuss progress and attainment. There are regular staff meetings where all staff come together to analyse books, moderate assessments and to agree a consistent approach to all aspects of teaching and learning.

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Quality First Teaching may include: talk/writing frames, the task set at an appropriate level, use of resources specifically to support a child, allocation of adult support for a given task in group/paired or individual work, use of specialised programmes for short term intervention.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Monitoring a child may involve class/playtime observation, scrutiny of their work in books, discussions with the child, discussions with the parent/carers, monitoring of planning, age standardised tests, year group expectations.
- g) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents.
- j) Parent's evenings are used to monitor and assess the progress being made by children.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

The Code no longer allows for the identification of behaviour to describe SEN. Any concerns the school or the parents/carers may have about a child/young person with behavioural needs would form an underlying part of a wider need (above) which we aim to recognise and identify clearly. The processes of our Behaviour Policy directly link with the SEN Policy.

## **SEN Support**

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support.

Where it is determined that a pupil does have SEN, parents will be formally advised of this by the class teacher and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review by the class teacher to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. This would require a referral by the SENCO, using the appropriate form for the chosen specialist provision.

If a child's needs are more complex and require more external support via specialist provisions, and if there are indications that an Education, Health and Care Plan may be needed as their needs are assessed (in discussion with the SENCO), then a 'Support Plan' may also be drawn up.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will be written into an Additional Needs Plan (which is reviewed in October, February and June).

The support being given to each child will be recorded on the school's overall Provision Map. The class teacher will inform the SEN administrator (Lindsey Rayner or Iain Solanki-Willats) to update this as changes occur. Twice a year all provision across school is reviewed at a staff meeting with the SENCO.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further

assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, (in conjunction with the SENCO for advice where needed) will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

### **Referral for an Education, Health and Care Plan**

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to your provision map). Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.kirkleeslocaloffer.org.uk/>

or by speaking to the schools' attached Special Educational Needs Action and Commissioning Team contact;

221 000 Julie Mortimer

or by contacting Kirklees Information, Advice and Support Service (KIAS)

This service provides information, advice and support to young people and the parents and carers of children who have been or may be identified as having special educational needs. Please see the website for more details:

<http://www.kias.org.uk>

or contact:  
01484 225422

### **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by Kirklees Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Criteria for Exiting the SEN Register**

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. Where a child has been removed from the SEN register, they are still monitored by the class teacher, SENCo and senior managers, and are entered on the whole school provision map as 'Q' (Quality First Teaching). This ensures that their progress continues to be closely tracked.

## **5. Access to the curriculum, information and associated Services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and in the authority. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

## **6. Inclusion of pupils with SEN**

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly Honley SENCO Partnership, meetings with the school's attached Educational Psychologist, and referral to external agencies.

Advice will be sought from the Educational Psychology Service for children who have serious behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to



inform this service. Behaviour is NOT a special educational need, but can indicate underlying learning needs.

## **7. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion, Pupil Progress meetings termly between the Senior Leadership Team and class teachers, and through progress meetings with parents and pupil interviews as part of the monitoring cycle.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on a detailed provision map, which is updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. The SEN Governor has an overview of SEN in the school and meets regularly with the SENCO to discuss this and ensure statutory duties are carried out.

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

## **8. Supporting Pupils/Students and Families**

Honley Junior School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor (Rebecca Johnstone) may be contacted at any time in relation to SEN matters.

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements (see school website)
- Our links with other agencies (see also the SEN Report on the school website <http://honleyjuniors.co.uk/documents/LOCAL%20OFFER%20-%20July%202014.pdf> )
- Our transition arrangements (from class to class, school to school, etc.)
- Our school policy on managing medical conditions of pupils (see school website).

## 9. Supporting Pupils at School with Medical Conditions

At Honley Junior School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

## 10. Resources

### a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

<b>Element 1</b> <b>Core Educational Funding</b>	Mainstream per pupil funding (AWPU)
<b>Element 2</b> <b>Schools Block Funding</b>	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
<b>Element 3</b> <b>High Needs Top Up</b>	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

### b) Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, SENCO network meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. She also attends the termly Honley Additional Needs Partnership meeting with the Educational Psychologist and pyramid SENCOs to discuss and share advice, resources and information.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified

through the use of provision management (see Section 11).

The ETAs (Educational Teaching Assistants) meet weekly with the SENCO to maintain a consistent approach to SEN and undertake ongoing training. There is also a termly training morning for all support staff with the SENCO to focus on professional development and key aspects of SEN.

All staff take part in the appraisal system, with outcomes linked to the progress of children.

## **11. Roles and Responsibilities**

- The SEN Governor is Rebecca Johnstone. She meets with the SENCO at least once a term and monitors the progress of pupils/students with SEN.
- The school employs 13 support staff. They carry out a range of roles across the school and are line managed by Iain Solanki-Willats and ultimately by Penny Kingston. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teachers for Safeguarding are Nicolle Burns-Keane and Linda Goodall.
- The member of staff responsible for Looked After Children is Linda Goodall.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Linda Goodall.

## **12. Storing and Managing Information**

All documents relating to children and young people on the SEN Register are stored on the school's secure ICT system.

Our confidentiality policy is on the website - this also contains the required information on information management. We also comply with the legal requirement to have the data protection act on display in school (office) and to distribute it to any new starters.

## **13. Accessibility – Statutory Responsibilities**

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Parents/carers can contact key staff by phoning the office on 01484 222800

## **14. Bullying**

At Honley Junior School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEN. We do this by:

- Referral to the Learning mentor
- Participation in anti-bullying week every year
- Linked buddies
- Restorative practices
- Our Anti-bullying Policy and Safeguarding Policy linked to our Behaviour Policy (on the school website)

## 15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

**Signed** \_\_\_\_\_ [Name]  
**(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Name]  
**(SENCo)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Name]  
**(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed annually.**