

# Kempshott Junior School

## Special Educational Needs Policy

### Safeguarding Statement

*At Kempshott Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Kempshott Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.*

It is our policy to provide for every individual, the greatest possible access to a broad and balanced education, including the National Curriculum in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, July 2014 Ref: DFE-00205-2013 (Code of Practice:CoP).

### Definition of Special Educational Needs

Within the school, the definition of Special Educational Needs is where the child “has learning difficulties that make it harder for him or her to learn than most other children of about the same age” and are therefore receiving provision which is ‘different from or additional to that normally available to pupils of the same age.’ (SEND CoP 6.15). These difficulties could be communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs. Many children may have SEN support at some time during their school life, to help them overcome a specific barrier to learning.

### Definition of Special Educational Needs - SEND CoP 2014

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

Children 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 that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

There are four broad areas of need which give an overview of the range of needs that should be planned for (SEND CoP, 6.27). These four broad areas of need are as follows, communication and interaction (C&I), cognition and learning (C&L), social, emotional and mental health difficulties (SEM), and sensory and/or physical needs (S and/or P).

Children should 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 are taught.

### The role of the SENCo (Special Educational Needs Co-ordinator)

Sam Clifton is the named person responsible for co-ordinating provision for children with special educational needs, Behaviour Support and Looked After Children.

SENCo is responsible for:

the day to day operation of the school’s SEN Policy.

liaising with the school’s Governing Body, via the SEN Governor, and providing information for the Curriculum Committee.

- contributing towards linked policies.
- liaising with and advising Class Teachers and Teaching Assistants (TAs)
- co-ordinating provision for children with special educational needs
- maintaining the school’s SEN Register and overseeing the records on all pupils with special educational needs
- tracking & monitoring progress made by pupils on SEN Register, and reporting to the school’s Governing Body
- liaising with parents of children with special educational needs
- identifying the training needs of teaching and learning support staff, encouraging support staff attending training. Acting as Mentor when requested.

- providing training to meet the identified SEN training needs of staff via regular INSET training sessions – planned and delivered by the SENCo.
- ensuring that SEN training attended off-site by TAs, or other staff, is disseminated within school
- carrying out Performance Management for TA Team
- evaluating effectiveness of SEN Interventions – in terms of Value-added
- liaising with external agencies - including the LEA's support and educational psychology Services, medical and social services, and voluntary bodies.
- co-ordinating and collating the school's submission for pupils having Sensory or Physical Needs (contributing to school's SEN budget allocation via SEN Audit)
- contributing to the School Improvement Plan via action plans for Special Educational Needs

### **Admission arrangements**

Admissions are in accordance with the school's Admission Policy, Equal Opportunities Policy and Hampshire's Inclusions Policy.

### **Facilities**

We have ramps and toilet facilities with wheelchair access; teaching areas are situated on one level. We have identified actions to optimise access to the school for all, via the school Accessibility Plan.

### **Integration**

All children with special educational needs participate in school activities alongside children who do not have special educational needs, in line with Hampshire's Policy for Inclusion.

### **Identification and Assessment**

Identification of children with special educational needs may be based on:

An indication of SEN via the school's annual screening procedure, consisting of tests in reading spelling and maths, termly school-based assessments.

- Non-verbal reasoning tests administered in Year 3.
- Interpretation of tracking data and progress grids. The Class Teacher supported by the SENCo monitors individual pupil progress so that appropriate intervention can be provided at the earliest opportunity.
- Ongoing teacher assessment through use Key Performance Indicators in Reading Writing and Maths.
- Observations made by the Class Teacher, or other member of staff.
- Concerns raised by the child's parent.
- Diagnostic assessments carried out by the Class Teacher, SENCo, TA or external agency.
- Advice from the child's previous school.

### **Provision**

SEN provision is in line with the 'graduated approach' as outlined in the SEND CoP in which the support takes the form of a four-part cycle:

- **Assess** – the Class Teacher and SENCo carry out a clear analysis of the pupils needs. This will draw on the Teacher's assessment, previous progress and attainment, and any concerns raised by a parent/carer.
- **Plan** – the support and intervention provided should be selected to meet the outcomes identified for the pupil. Parents must be notified of these interventions and support and the expected impact on progress, development or behaviour.
- **Do** – the Class Teacher will be responsible for the pupil and their interventions and support.
- **Review** – the effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Within Kempshott School, there are three school-based stages:

1. The Class Teacher provides differentiated learning opportunities and teaching style, consulting the SENCo for support and advice, as needed. Discussions with parents are within normal arrangements.
2. The Class Teacher draws up an Individual Education Plan for the child, working in consultation with the SENCo. Provision is additional to or different from those provided as part of the school's usual differentiated curriculum. Full use is made of class & school resources. Parents are informed that because their child has SEN, they are receiving special educational provision, what action is to be taken by the school & how parents can help.
3. The SENCo decides, in consultation with parents & child, that advice of specialist/s is needed. The child receives additional and/or different support, utilising the full extent of internal and external advice available.

### **Education, Health and Care Plan**

An **Education, Health and Care Plan (EHCP)**, via statutory assessment procedure with the local authority (LA), Hampshire County Council, meets more severe or complex needs of a pupil.

**Inclusion Partnership Agreement (IPA):** Individual Pupils at SA+ whose learning needs are significant, may have an IPA specifically to meet their individual learning needs. This can be written in consultation with the Educational Psychologist and other agencies supporting the child.

### **Common Assessment Framework (CAF)**

- If it is felt that a child requires support and intervention from several outside agencies, then a CAF form will be completed with the pupil's parents.
- This will identify the child's areas of difficulties and those agencies that need to be involved.
- The CAF will instigate a multi-agency meeting (called a TAC- Team around the Child) and an action plan will be agreed.
- The school will then maintain close links with the relevant agencies and ensure that all necessary support is being implemented.
- This will be reviewed on a regular basis with the Lead Professional, ensuring all agreed action has taken place.

**Personal Education Plan (PEP):** Looked-after pupils will have a PEP, set up and revised in consultation with Social Services.

**Early Help Hub (EHH):** Pupils and families can be referred to EHH when they fulfil the needs in accordance to the EHH criteria. Parties being referred via EHH do not always have outside agency involvement in place.

### **Waves of Intervention**

Within the school, there is a continuum of provision, described as "Waves of Intervention" designed to match the continuum of pupils' special educational needs.

**Wave 1** - Most pupils in school receive Wave 1 intervention, described as "Quality First Teaching", this includes daily differentiation of materials or task by the Class Teacher.

**Wave 2** - Some pupils require a little additional support, which may take the form of small group support to catch up with their peer group (e.g.: Springboard Maths, "Booster" Groups, Rapid Reading scheme Phonics/spelling programmes). These pupils are described as receiving Wave 2 intervention and may have Individual or Group Education Plans, depending on the degree and scope of their needs.

**Wave 3** - A relatively small percentage of pupils receive Wave 3 intervention; this is specific targeted support individually tailored to match the pupil's exact needs. Wave 3 provision may take the form of support, individual or within a small group, either within the classroom, or outside it, as appropriate to the needs of the child and the nature of the intervention activity. It may also take the form of individually differentiated tasks or specialised equipment/ materials required by the child to access the curriculum. These pupils will have IEPs. There are a variety of interventions that may be used including precision teaching, phonics programmes, Accelerated/Acceleratewrite, Dancing Bears, etc.

Children who have significant behavioural difficulties have a Positive Support Plan (PSP), which is devised by the Class Teacher, with guidance from the SENCo. The advice of an Educational Psychologist is sought, often via Learning and Behaviour Consultation sessions. Pupils having extreme behaviour difficulties are supported through referral to the Primary Behaviour Support. The PBS contribute advice and strategies to the child's PSP.

### **Teaching Assistants**

The school has a team of Teaching Assistants who work with children having a wide range of special educational needs. At present two TAs have HLTA (Higher Level Teaching Assistant) status. Teaching Assistants are allocated on a 'needs' basis to each year group. The Team Leaders direct the TAs time, to support pupils receiving Wave 2 (where necessary) or 3 interventions within their year group, either on an individual or group basis; within or outside of the classroom, as appropriate.

Class Teachers allocate LSA time to support pupils at Wave 2 or 3 within their own class, either on an individual or group basis; within or outside of the classroom, as appropriate.

- The Class Teacher is responsible for liaising closely with the TA, ensuring that allocated class LSA time is used effectively and efficiently; specifically in support of children with special educational needs.

- The Class Teacher should provide copies of weekly Literacy and Maths plans for the TA to read in advance.

### **Recording and Evaluation**

As stated in the SEND CoP, support is in the form of a ‘graduated approach’ and as part of the four-part cycle Class Teachers are required to continually assess, plan, do and review in order to match interventions to pupils in order to remove barriers to learning. Specific, short-term, achievable learning targets are to be set for each child; planned intervention should be directly related to these targets, and the extent to which the child has achieved set targets should be reviewed on a regular, short-term basis. The SENCo is available for consultation, advice, support and guidance, at any time. Her role is to monitor SEN activities within the school, providing an overview and point of reference for all interested parties.

### **Monitoring**

- The SENCo up-dates the SEN Register on a termly basis, in consultation with Class Teachers, and reports to the Head Teacher and Governing Body.
- IEPs are monitored and reviewed by the Class Teacher, in consultation with the SENCo at least once each term.
- The SENCo meets regularly with the TA team and Class Teachers, to ensure consistency in the implementation of the SEN Policy.
- The SENCo observes staff supporting pupils to ensure that intervention is appropriately planned, and that high-quality support is being consistently provided and maintained.
- The SENCo carries out Performance Management Review with TAs, setting targets to enhance & support pupil progress.
- The SENCo carries out regular work scrutiny of pupils with SEN to monitor pupils progress.

### **Staff Development**

- The SENCo also provides formal INSET training, to meet identified needs of staff.
- The SENCo provides advice and training for all staff on a regular informal basis.
- Our LSA Team are actively encouraged to attend additional courses to gain further qualifications in SEN.
- The SENCo disseminates information about Continuing Professional Development opportunities.

### **Partnership with Parents/ Pupils**

The views of pupils will always be sought and taken into account.

Positive parental involvement is recognised as a key contributor to a child’s success therefore partnership with parents is an essential part of our school ethos and philosophy. The school has an “open door” policy; all parents are welcome at any time to discuss their child’s progress. Class Teachers, the SENCo and the Head Teacher are available for consultation at any mutually convenient time. Additionally, termly Parents Evenings are organised for communication purposes. Parents are given information about the school’s SEN Policy at the Year 3 New Parents evening.

Once a child is placed on the Special Needs Register, parents will be informed and advised of ways in which they can support their child’s learning at home. A system will be agreed between parents and Class Teacher for home-school liaison, so that parents and school work closely together in support of the child.

For children at Stage 2 and above, the Class Teacher informs parents of Individual, Behavioural or Group Education Plan targets, and shares with them the outcome of each IEP/IBMP review, so that parents are aware of their child’s progress. Parents are encouraged to work with their children at home to help reinforce learning strategies.

For children with (EHCPs), parents and pupils are encouraged to attend the annual review meeting, to make their contribution towards the annual review report.

Parents needing additional support, or an impartial viewpoint, will be advised of the additional support and advice which may be provided by the Parent Partnership Service.

## **SEN Governor**

The designated Governor for Special Educational Needs is Denise Sherrington

The SEN Governor liaises informally with the SENCo on a regular basis and a more formal basis once a term. The SEN Governor presents a SEN Report to the Governors, on an annual basis.

## **Resources**

The Governors aim is to resource special educational needs through the SEN budget and the school's delegated budget to provide a SENCo, a team of Teaching Assistants (TAs), and special needs provisions that are required by any SEN pupil. Hampshire's Audit of Special Educational Needs provides an additional level of funding based on the number of children who have significant sensory or physical needs.

## **Complaints**

Complaints about special needs provision are channelled through the Special Needs Governor, SENCo or Head Teacher.

## **Links with Other Schools**

The SENCo liaises with Kempshott Infant School SENCo and local feeder secondary schools SENCo's and other staff as appropriate, to ensure continuity of provision for children with special educational needs across the Key Stages. For pupils with Statemented provision, The SENCo attends Annual Review Meetings at the Infant School and invites the SENCo's from secondary schools to attend Annual Review Meetings of pupils in Yrs 5 and 6. For other pupils on the SEN Register, the SENCo liaises with KS1 and KS3 SENCo's during the Summer Term to ensure their smooth transition from one school to the next. IPA (Inclusion Partnership Agreements) can be used to aid transitions with vulnerable pupils or pupils with significant or more complex needs.

## **Links with Social and Health Services**

Links with Children's services are well established and are on-going. The school nurse visits school to liaise with the SENCo, set up Medical Care Plans for individual pupils and to deliver associated training to staff, as required.

## **External Agencies Contributing to IEPs via Consultation with the SENCo**

Hampshire Educational Psychology Service (HEPS)

Behaviour Support Network & Consultation sessions

Primary Behaviour Support, Harewood (PBS)

Parent Partnership Service

Teacher Adviser for Physical Difficulties – Caroline Willoughby/Rachel Copes - Hants

Outreach ASD – via Maple Ridge - Hants

Teacher Adviser for Hearing Impaired

Teacher Adviser for Visually Impaired

EMAS – Ethnic Minority Achievement Service (EAL & travellers) - Hants

CAHMS – Child and Adolescent Mental Health Service - NHS

Speech and Language Therapist

Occupational Therapists

Clinical Psychologist –referral via NHS

School Nurse – NHS

Social Services

Early Help Hub

Youth Crime Protection

Hampshire Children's Services contacted via: [www.hants.gov.uk](http://www.hants.gov.uk)

A full list of services/ agencies involved with children with SEN in Hampshire is available at:  
<http://www.education.hants.gov.uk/intranet/teaching/sen/handbook/chapter10/10-listofservices.pdf>

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