

# **OVERDALE JUNIOR SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS** **POLICY.**

**February 2021**

## Overview

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014), and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DFE February 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stages 1 and 2 Framework Document September 2013
- Accessibility Plan and Disability Equality Statement
- Safeguarding Policy
  
- Meeting Individual Needs (MIN) – Special Educational Needs Policy 2005
- Meeting Individual Needs (MIN) - Strategy Digest 2005-8
- Leicester City IEP : Guidance and Pro Forma 2011
- Leicester City Education and Life Long Learning
  
- Teachers' Standards 2012
- National Curriculum Statutory Statement on Including All Pupils  
DfES 2000

The Policy has been created by people working together: the SENCO, the Senior Leadership Team, Governors; and through consultations with staff, with parents of pupils with special needs and with pupils themselves. It works in line with the Dyslexia Policy which outlines all of the school's approaches to dyslexia. The Dyslexia Policy is an overarching policy to support all other policies.

## Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims and objectives of this SEN policy and practice in Overdale Junior School are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To acknowledge that SEN had discrete, separate resourcing in addition to classroom resources
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
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An SEN child is any child who has been identified as having Special Educational Needs. Once identified, children with significant need will be placed on the SEN Register to ensure they receive targeted Quality First Teaching or if required additional provision. This may include children with English as an Additional Language (EAL), if they display additional needs however, a child will not be considered SEN simply because they have EAL.

## **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the Parent Partnership services.  
(This information is available from the SENCO.)
- providing all information in a clear and accessible way

## **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and Learning
- identify their own needs and Learn about Learning, self assessment and self evaluation
- share in individual target setting across the curriculum
- self-review their progress and set new targets.

In addition pupils who are identified as having SEN are invited to participate in:

- Discussion of their progress and review of their targets
- Regular meetings with named adults
- Annual reviews

## **Management of SEN within School**

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. The SENCO's name is Lucy Collins and she has been awarded the National SENCO Qualification, and as the Deputy Head she is a member of the school's Senior Leadership Team. In response to the principles of Remodelling the Workforce the SENCO focuses on the Leadership role for SEN in the school, the management of SEN is supported by Jan Toon.

In line with the recommendations in the SEND Code of Practice 0-25 2014, the SENCO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing Teaching Assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN

- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO is responsible for reporting to the head and the governor with responsibility for SEN on the day-day management of SEN policy. The name of the governor with responsibility for SEN is Tony Smith. Regular meetings take place between the SENCO and the responsible governor.

Additionally, all staff in school have a responsibility for pupils with SEN. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs or EHC. A positive and sensitive attitude is shown towards all pupils and individual needs are treated sensitively. Staff responsibilities are identified in individual job descriptions.

Furthermore, teaching assistants play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is mainly class based and responsive to the progress and needs of individual children.

The school adopts and provides a graduated approach to SEN support, as outlined in the SEND Code of Practice 2014. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or who may have, SEN, and additional intervention and support cannot compensate for a lack of good quality teaching.

## **Curriculum Access and Provision**

To meet the learning needs of all pupils and as part of the expected Quality First Teaching teachers differentiate work. They work to meet individual Learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision menu and map records a graduated response to individual need. The menu lists the possible interventions and the map maps these against individual (or group) pupil need. The range of provision includes:

- Quality First Teaching
- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- small group withdrawal with additional teacher or TA
- individual class support / individual withdrawal
- further differentiation of resources
- Wave 3 interventions e.g. Accelerated/Acceleread, readwrite inc.[originally rml], Inference Training, Wave 3 Maths

All pupils requiring SEN support will be monitored through the school provision map and subsequent assessments. This is an ongoing, working document which is changed in response to the progress of individual child. All children with a level of need requiring external support will have Individual Pupil Profiles which outline the strengths and needs of the child as well as which outside agencies are involved. It also provides an opportunity to show on going tracking and parental involvement. Children who have Education, Health and Care Plans, (or previously Statements of Educational Need), or who require external support, or who require additional attention beyond the provision map, may have Individual Education Plans. This may be during

the process of referral to an outside agency when their needs are not yet clarified. IEP's are no longer statutory. We generally use the format provided by the Education Department for IEPs and use IEP writer for others on the register. The procedures for writing, implementing and reviewing IEPs are outlined in the MIN document.

For pupils with EHCs, provision will meet the recommendations in the EHC. In subjects where all children have curriculum targets these are used to inform IEPs. Curriculum targets are recorded and discussed with the child and parent at Parents Evening..

## **Supporting Pupils at School with Medical Conditions**

□ The school recognises that pupils 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 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 special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The arrangements in place in school to support pupils at school with medical conditions are detailed in the school's policy for supporting pupils with medical conditions which is in line with new recent guidance published by DfE; refer to [www.sendgateway.org.uk](http://www.sendgateway.org.uk) for access to this guidance for schools

## **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Equality Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision The LA is the admitting authority to Overdale Junior School.

## **Special Provision**

The school has the following special facilities: wheelchair access, accessible toilet, highlighted stairs for partially sighted pupils, parking and easy access for taxis/other transport and lift to first floor, adapted ceilings for the benefit of hearing impaired children. The staff have expertise and identify further training needs annually.

## **Identification and Assessment**

We embrace the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the school assessment co-ordinator using whole school data as an early identification indicator whilst using Raiseon Line and Fischer Family Trust data annually. Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEN. Teacher led Pupil Progress Meetings happen half-termly and identify and respond to individual needs. This then informs the school Provision Map.

We use the “P scales” in accordance with QCA guidance. They are integrated into our whole school assessment systems and are used to monitor the progress of pupils achieving significantly below age related expectations.

The school adopts the levels of intervention as described in the SEN Code of Practice. Appendix A3 of the LA document Meeting Individual Needs is used as a point of reference.

We use a number of additional indicators of special educational needs. These may include:

- the analysis of data including entry profiles, SATs, reading ages, annual pupil assessments e.g. pupils with a reading age below 6.0 on entry to year 3 and SATs scores of level 2c or below.
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- the pupil in context profile (MIN document appendix A2)
- the use of criterion referenced checklists relating to literacy and numeracy.
- the completion of teacher concern forms
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
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- information from other services

The SENCO maintains a register of pupils identified through the procedures listed. This register is reviewed half termly following interim assessment. A detailed analysis of the register takes place annually. The approach adopted is: ASSESS, PLAN, DO, REVIEW.

For some pupils a more in depth individual assessment may be undertaken by the school, this may include BPVS, Neales Analysis of Reading, PHaB, Staffordshire Maths test, rml assessment. For pupils with a higher level of need, an external agency will be involved in assessment and identification of need. Any advice given by the external agency is communicated to all adults working with the pupil.

The protocols and procedures described in Meeting Individual Needs are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with statements of special educational needs or EHCs.

We aim for a smooth transition between classes and schools for all pupils and ensure that records are maintained and transferred efficiently. Additional transfer arrangement may be put in place for children identified as needing this. These will be identified by the agencies involved and SENCO. How is this done?

## **Links with Education Support Services**

We aim to maintain useful contact with support services in Children and Young People’s Services. For pupils at SEN Support or who have an EHC/Statement any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Special Needs Teaching Service (SNTS)
- Special Education Service (SES)
- Educational Welfare Service (EWO)
- Speech and Language Therapy Service

The SENCO will maintain links with other SENCOs through the SENCO network.

## **Links with Other Services**

Effective working links are maintained with:

- Community Health Service
- Family support and safeguarding (including RALAC and social care)
- Parent Partnership Service

## **Links with Other Schools/Integration Links**

Links are also maintained with the following schools:

Special Schools

Overdale Infant School

The Lancaster School

Sir Jonathan North CC

## **INSET/Training**

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Performance management review and staff appraisals support the identification of areas for development.

Training to be undertaken is specified in the School Professional Development plan, this is updated annually. Input from external agencies is actively encouraged. Recent courses undertaken are listed in CPD folder kept in the Head's room and office.

There is to be an SEN section in the staff handbook outlining SEN procedures and practice in school. All new staff receive induction.

All newly appointed Teaching Assistants attend the DCFS induction course which includes an SEN module.

## **Resources**

The provision for SEN is funded by an annual allocation of funding from the school based allocation from the LA. Funds are deployed to implement the SEN policy.

There is also an annual allocation for resources and training.

## **Complaints**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. Parents should refer to the school's complaints policy and procedures. In the case of an unresolved complaint the LA may be involved.

## Monitoring and Evaluation

We monitor and evaluate the effectiveness of the SEN policy. The actions to meet these targets are identified in the SEN action plan as part of the SDP.

Possible targets

- movement or reduction of numbers on the register
- a reduction in the numbers on the register in certain year groups
- a reduction of the numbers of children showing behaviour difficulties
- the achievement of minimum expected progress for all pupils
- the achievement of challenging expected progress of a percentage of pupils
- pupils in wave 3 intervention programmes make twice the normal rate of progress
- attainment of a good or better grade in school self evaluation/Ofsted inspection



The grid below shows how we monitor and evaluate the effectiveness of the SEN policy.

## Monitoring

### Curriculum provision

Scrutiny of planning  
Classroom observation  
Work sampling  
Teacher interviews  
Informal feedback from SEN staff/support staff  
Pupil interview

### Individual pupil progress

Scrutiny of whole school data –progress of pupils identified as having SEN  
Sampling individual pupil work  
Analysis of assessment data relating to individual pupils  
Scrutiny of targets/IEPs/Individual Pupil Profiles  
Notes of meetings with parents of children at SA+, to discuss progress and targets  
Pupil review meetings and records of review meetings  
Pupil Progress Meetings and records of these meetings  
Pupil interviews

### Monitoring the implementation of SEN procedures

Analysis of assessment data and pupil tracking including the use of P scales  
Register analysis  
Parent questionnaires  
Staff questionnaires  
Analysis of systems for ensuring effective communication  
Sampling of SEN files  
Classroom observation relating to effectiveness of support staff and SEN staff  
Provision menus and mapping

## Evaluation

Planning shows differentiation and specified and varied roles for support adults  
There is differentiation, and further differentiation, of Learning opportunities in the classroom  
Work sampling shows curriculum continuity and progression in Learning  
Teachers feel supported in meeting the needs of individual pupils  
Pupils with SEN are given suitable Learning tasks to meet their needs  
Pupils can identify what and how they are Learning

Pupils with SEN make good progress in comparison with other pupil groups  
Samples of pupil work show progression over time  
Data recording individual pupil progress is analysed and shows progression  
Where used, IEPs targets are SMART, relevant and reviewed regularly  
Individual Pupil Profiles are updated termly to include progress and parental/child involvement.  
Provision Maps reflect pupil progress and pupils are conferenced /talked to about their Learning and progress.  
Targets are SMART and are discussed with the child.

Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be 'out of step' with peers  
Assessment data is analysed and used to inform provision  
The SEN register is reviewed termly and available to all staff  
The register is audited, analysed and any appropriate action taken  
There is movement on the register, both up and down the levels of intervention  
All parents are informed of their child's special educational needs and of IEP targets  
Parents express satisfaction with the provision made  
100% parents attended annual reviews  
Staff feel they have sufficient information and support  
SEN files are up to date and accessible  
The SENCO has regular meetings with the governor responsible for SEN  
Resources are used effectively  
Support staff have clear roles  
Support staff are effective in supporting pupil Learning  
All SEN staff are appraised and receive regular training  
Analysis of provision menu shows a range of provision to meet individual needs  
Analysis of provision mapping shows appropriate actions to meet individual needs