



Special Educational Needs and Disability Policy

Written:	September 2012	Reviewed:	September 2016
Approved:		Review Due:	September 2017

	CONTENTS	PAGE
	Introduction	3
1	Why we need a Special Educational Needs and Disability Policy	3
2	Aims	5
3	Identification of pupils with SEND	6
4	SEN Support	7
5	Statements or Educational Health Care plan of Special Educational Need	8
6	Record Keeping	9
7	Access to the curriculum	9
8	Resources	11
9	Roles and Responsibilities	11
	Appendix 1	14
	Appendix 2	15

INTRODUCTION

This policy is based upon the **Special educational needs and disability code of practice: 0 to 25 years** which was published in 2014. This policy also takes into account the children and families act 2014.

1. WHY WE NEED A SPECIAL EDUCATIONAL NEEDS and DISABILITY (S.E.N.D) POLICY

The MJPS will be an inclusive school in which all pupils are entitled to full access to the curriculum and every aspect of school life. This policy statement will ensure that we work effectively towards achieving this aim.

The SEN Code of Practice

The Education Act 1993 placed a duty on the Secretary of State to issue a Code of Practice and the power to revise it from time to time. The first Code of Practice came into effect in 1994. Since then, the rights and duties contained in the 1993 Act have been consolidated into Part 1V of the 1996 Education Act.

Following consultation in January 1999 and July / October 2000 a new revised Code of Practice replaced the 1994 Code of Practice in England. This laid out the principles and practical guidance for the education of children with special educational needs. The Code of Practice became effective from January 2002. This has now been replaced by the new Code of Practice which took effect in 2014. From that date LAs, schools, early education settings and those who help them – including health and social services – must have regard to it. Decisions regarding children with special educational needs must be taken in the light of the guidance in this Code of Practice. The code sets out guidance and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included in their school communities and make a successful transition to adulthood.

For the vast majority of children, education within a mainstream school will meet their special educational needs. Some children will require additional help from SEN services or other external agencies and a small minority of children will have SEN needs of a severity or complexity as to require special arrangements to be made by the child's Local Authority.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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.
- c) Are under compulsory school age (5 years old) and falls within the definition of a) or b) or would do if special educational provision was not made for the child.

Fundamental Principles

The detailed guidance and procedures within the Code of Practice is informed by 5 basic principles, which must in turn inform special needs provision in schools. These principles are:

- Each child with special needs should have its needs met
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents and carers have a vital role to play in supporting their child's education (supported by recommendation in Green Paper)
- Children with special educational needs should be offered full access to a broad, balanced curriculum and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum

Changes from the SEN Code of Practice (2001)

vi. The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels

- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005

At MJPS we subscribe to the following principles:

- Early assessment of special needs and Early intervention is vital
- We value all the children in our school equally
- The aims of education for children with special educational needs and disabilities are the same as those for all children. The help children need in progressing towards these aims will be different
- It is the responsibility of all teachers to identify and meet the special educational needs of pupils, drawing on the resources of the whole school (including external agencies)
- What pupils and their parents have to say matters and that the quality of our provision, including SEND support improves as a result of regular consultation with them.
- All children are entitled to be given maximum possible access to a broad and balanced curriculum including the National Curriculum.
- Every child is entitled to have his or her particular needs recognised and addressed.
- All children are entitled to experience success.
- All children with SEND should be taught with their peers for as much of the time as possible.
- Consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- Any special provision made should relate to the individual needs of the pupils.
- Good special needs practice is good practice for all pupils.

- Any pupil may encounter difficulties in school at some stage.
- Pupils with emotional and behavioural difficulties have SEN. They need the same staged approach that pupils with other sorts of difficulties and disabilities will get.
- SEN arise from an interaction between what the pupil brings to the situation and the curriculum offered by the school.
- The best approach to meeting pupils' special educational needs is a problem solving approach, developed collaboratively with colleagues.

2. AIMS

Our aims are:

- a) To identify and meet the needs of every individual without regard to race, gender or physical disability.
- b) To provide differentiated tasks in line with the National Curriculum, appropriate to the individual pupil's ability, aptitude and developmental stage. This includes bilingual development.
- c) To provide opportunities for acquiring confidence and achieving success in those activities contributing to a positive self-image and all round personal and social development.

Disability Rights

At MJPS we also aim to:

- a) Uphold the principles embodied in the Disability Discrimination Act and Equalities Act
- b) Do our best to ensure that our school is inclusive in its attitudes and practices as they relate to pupils with disabilities
- c) Safeguard their rights of access to the premises and to the curriculum and
- d) Make reasonable provision to meet their needs.

3. IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND

Children may be identified as having SEND through a variety of means:

- Children may enter the school already identified as having SEND at any of the three stages
- The Class teacher may register concern about a child in discussion with the Special Educational Needs Co-ordinator (SENCO)
- Assessments and pupil tracking may identify a child as making less than the required progress in core curriculum or other areas
- Pupil progress meetings identify children whose performance or behaviour is a cause for concern and appropriate provision identified
- Children causing concern in terms of their academic progress or their behaviour, social or emotional development can be brought to the attention of the SENCO by any adult at any time

Please see the SEN identification Flow Chart (Appendix 1)

Children learning English as an Additional Language (EAL)

A child whose first language is not English and who has not yet acquired good or at least age appropriate fluency and understanding in English will not be regarded as having SEND unless they also have an accompanying learning difficulty. However additional provision will be made to aid their acquisition of English and to support them with the curriculum whilst they are doing so.

Record Keeping

- Child friendly SEN support plans (SSP) (see appendix 2) for children identified as having a special educational needs
- Individual Statements of SEND if appropriate
- Annual Review reports for children with Statements of SEND
- Child protection log for recording concerns of a child protection nature (see A Child Protection Policy)
- Additional information of an SEND nature about individual children which may be acquired over time
- Information for teachers on various conditions such as ADHD, Asperger's Syndrome etc.

4. SCHOOL ACTION AND SCHOOL ACTION PLUS

When a child is identified as having SEND, the school applies the SEN Support model of intervention to enable those needs to be met.

SEN Support

SEN Support will be triggered if a child:

- Makes little or no progress despite receiving differentiated learning opportunities targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication / interaction difficulties and continues to make little progress despite an appropriately differentiated curriculum

Children considered to be making inadequate progress or who fall within any of the above categories will need additional provision within the resources of the school.

SEN Support phase 2

SEN Support phase 2 will be triggered if despite receiving support under SEN Support the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of similar age
- Continues to have difficulty developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At SEN support phase 2 the SENCO will seek further expert advice from external agencies and if necessary refer the child for regular specialist input from an appropriate support service. These services provide support for specific needs such as Speech and Language Therapy, Dyslexia, Dyspraxia, Physiotherapy, Educational Psychology, Behaviour and Learning Support, and Literacy.

5. STATEMENTS OF SPECIAL EDUCATIONAL NEED or Educational Health Care Plan (EHCP)

If a child displays serious and persistent difficulties on entry to MJPS or fails to make expected progress with additional support, it may be necessary to apply to local providers (including the LA) for a statutory assessment of special educational need. It is understood that the application for statutory assessment is evidence based and success will depend on the quality of the information supplied to the outside agency, about the nature of the child's difficulties and the measures taken by the school to address them at School Action and School Action plus. The school will take all measures to ensure that all actions are implemented and information gathered to support the assessment process.

Statement and Educational Health Care Plan (EHCP) Process

Annual Review

A statutory Annual Review is conducted each year for children with statements of SEND. This monitors the progress of the child against the objectives in the statement, looks at the provision for the child and determines whether the statement should be continued.

The review will involve the parents, the child, the school and the professionals involved.

At the Year 5 review, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage.

6. RECORD KEEPING

The main documents will be held by the SENCO. However the class teacher will also have access to documents relevant to individual children particularly those containing specific advice of the provision required. Documentation will include:

- Child friendly personal profiles based on their SSPs for children identified as having a special educational needs
- Individual Statements or Educational Health Care Plan of SEND if appropriate
- Annual Review reports for children with Statements or EHCPs of SEND
- Child protection log for recording concerns of a child protection nature (see A Child Protection Policy)
- Additional information of an SEND nature about individual children which may be acquired over time
- Information for teachers on various conditions such as ADHD, Asperger's Syndrome

7. ACCESS TO THE CURRICULUM

Pupils with special educational needs are included in all aspects of the curriculum. Access to the curriculum is managed through appropriate differentiation and use of support personnel in the form of teaching assistants who are able to work with small groups or individual children.

Pupils with special educational needs may need additional interventions to enable them to work on any areas of weakness – e.g. literacy, - for which they may be withdrawn from class for short periods of time or 1:1 or small group support within a class situation.

SEN Support Plans (SSP) Appendix 2

For children at SEN Support, who need additional support, their needs and how these are to be met will be identified through termly pupil progress meetings with the class teacher, senior leadership team, and the SENCO. The progress and needs of individual children will be discussed and the additional provision that could be put in place to address those needs identified. This will be recorded in a document called an SEN Support Plan. (Appendix 2)

SSPs identify the specific activities which children will undertake to address those needs, how frequently they will do them, for how long and who will deliver them.

Intervention of any kind will be reviewed and adjusted as necessary and the impact on children's learning measured using appropriate tools.

Parents are given a copy of the SSP together with an explanation of the intervention(s) their child is receiving and the aim of that intervention. Parents will also be given advice about how to help their children in school.

Reviewing SSPs

SSPs are reviewed once a term following pupil progress reviews. Progress meetings will monitor progress continuously. Parents should be made aware at all stages of their child's special educational needs and of the interventions put in place to support the child

Support at SEN Support

The MJPS acknowledges that, based on information from the Green Paper, these two categories will be replaced by a new single based SEN category.

The school will ensure that children with SEN are provided with the support they need, primarily through quality first teaching and then either through appropriate teaching in small groups or individually or from intervention from outside agencies and specialists.

At SEN Support the support and interventions will come from the resources within the school. These interventions will be in addition to those the differentiation that the usual curriculum offers. The trigger for intervention is likely to be from the class teacher, although other staff will also be able to raise concerns and raise them with the class teacher and/or SENCO. When a child is placed on SEN support it will be communicated to the parents.

At SEN Support Phase 2 children may receive support from a variety of external agencies. This support may take the form of assessment and individual teaching, advice to the school and parents and monitoring of progress. Referrals to external agencies occur with the explicit knowledge and consent of parents accompanied by regular reviews to ensure that parents are fully informed of progress.

Parental Involvement

We aim to involve parents at every step in supporting and providing for children who have special educational needs. Additional support and interventions, whether by the school or from an external agency will be discussed with parents and feedback given as to progress.

Referrals to external agencies are fully discussed and agreement sought before any intervention takes place. Reviews of children's progress, with parents and the school are carried out regularly as a matter of procedure by each agency. Applications for statutory assessments are discussed fully with parents and they are kept informed at each stage.

8. RESOURCES

The SENCO will ensure that each class teacher has a range of resources for supporting differentiated activities.

ICT and SEN

ICT can provide increased access for pupils with SEND. For example, specific hardware such as large screens may help a child with visual impairment or devices with adapted controls may help a child with a specific disability. Specially produced software can support a wide range of children with special educational needs to engage them more effectively in learning and allow more independence in the speed of learning.

The MJPS will continuously investigate ways in which ICT can enhance teaching and learning in SEN. Organisations such as SCoTENS will provide platforms from which to access up to date information about learning technologies and their usage.

(<http://scotens.org/sen/index.html>)

Training

The SENCO will make recommendations for training required to ensure are able to support children with specific areas of special needs. The annual training plan linked to school development will identify the required SEN training. However should a pupil with a less common disability during the school year the SENCO will make recommendations for training in the specific area if staff.

In addition the Performance Management Policy requires all staff to consider the effectiveness of their performance with regard to meeting the needs of children with SEND and to identify any general or specific training requirements. Staff should not wait for scheduled performance reviews if an urgent need for training arises.

9. ROLES AND RESPONSIBILITIES

Identifying children with special educational needs and meeting their needs is a matter for everyone in the school. The roles and responsibilities of all individual staff are detailed in job descriptions. The roles of governors are detailed in the terms of reference for the respective committees and the nominated governor. The effectiveness of how these responsibilities are carried out will be evaluated through the

- Progress and achievement of individual pupils
- Performance management arrangements for individual staff
- External assessments including case reviews and Annual Reviews
- Ofsted Inspections
- Headteacher Reports to the Governing Body

Teaching and Non-teaching staff

All teaching and support staff are involved in the delivery of the schools SEN policy and are included in the procedures for identifying, assessing and making provision for pupils with SEN. Class teachers carry the main responsibility of ensuring that pupils with SEN in their class are working at an appropriate level in subject areas and that they have suitable resources and materials to support activities.

The Head Teacher

The head teacher has responsibility for ensuring effective day to day management of every aspect of the school's work, including provision for children with SEND, for keeping the governing body informed and working closely with the SENCO.

The SENCO

The SENCO (in collaboration with the head teacher and governing body plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEN (SEN Code of Practice 2014 6).

The key responsibilities of the SENCO include:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special needs
- Liaising with parents of children with special needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LAs support and educational psychology service, health and social services, and voluntary bodies. (SEN Code of Practice 2014 6.61)

The Governing Body

The governing body, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

A nominated governor with responsibility for SEND will hold the school to account for performance in identifying children with SEND and for the effectiveness of provision. The nominated governor will liaise with the school and SENCO to ensure that matters relating to SEND are carried out appropriately.

ACCEPTED & APPROVED BY THE FULL GOVERNING BODY

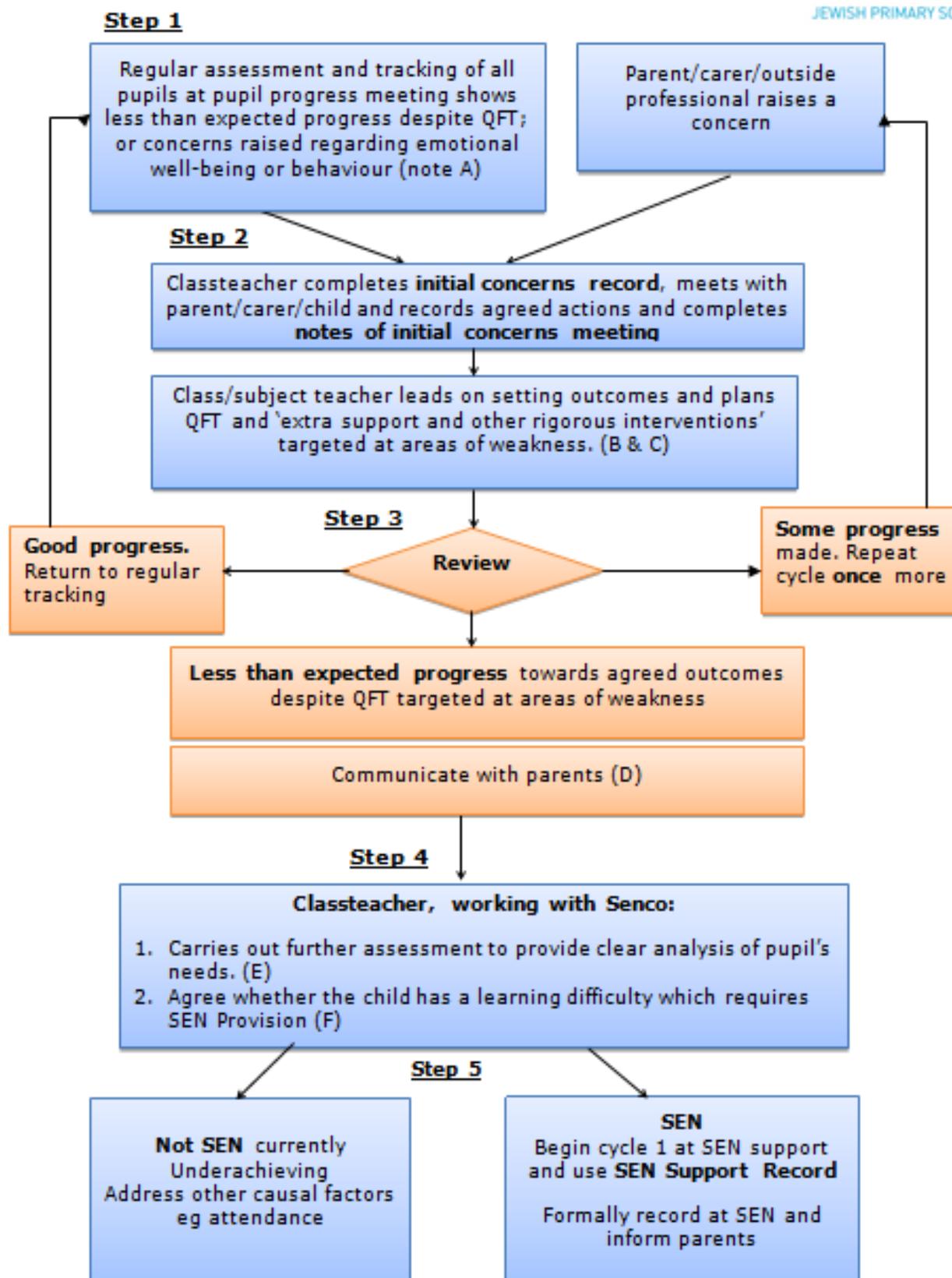
Chair of Governors:

Head Teacher:

Date:

Review Date:

SEN Support Identification Process



Explanatory notes on SEN Support Identification Flowchart

A. The Code of Practice (June 2014) identifies less than expected progress as progress which (page 84):

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

B. Senco to advise/support the classteacher to ensure pupil is receiving quality first teaching appropriate to their needs. eg differentiation, targeted feedback, use of in-class support. Has the classteacher been provided with advice, support and training to support this pupil?

C. QFT might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting.

D. 'Communicate' – ie let parents know results of your review in a timely manner, but this might not be a formal meeting which would probably be best held when further assessment/information in school has been carried out

E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness ; analysis of samples of relevant work eg mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.

F. Definition of SEN in Code of Practice 2014 (page 4-5)

xiii. 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 him or her. (This is provision over and above what is described in notes B and C above)

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or (ie compared to national averages)

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

SEN support record (plan, assess, do, review) : **Date** _____ **Cycle no** _____

Pupil:		Class:	Class teacher:		
Parents/carers:					
Plan completed by:		Present:			
Current assessment Information: EYFS outcomes					
Outcomes to be achieved					
1.					
2.					
Agreed Provision					
Name/type	Staff/pupil ratio	Delivered by	How often and how long for?	Notes	
Home/parent support agreed					
Review Date:					
Present:					
Parent: yes / no. If no, how will review be communicated with parent/carer?					
Outcome	Progress made				
1					
2					
Review decision:					
Pupil remains at SEN support yes/no					
Further actions required: eg referral to other professionals, further assessment, TAC					

SEND Support (Agencies and Personnel)

- SENCO -
- SEN governor -
- EAL support assistant
- Volunteer Reading Service
- The Educational Welfare Officer

Teaching Assistants currently employed:

Learning Support Assistants

External Agencies:

- Literacy Support Service
- The Educational Psychology Service
- The Speech & Language Therapy Service
- Behaviour and Learning Support Service
- Behaviour Improvement Programme
- The Child & Adolescent Mental Health Service (CAMHS).
- The Peripatetic Service for Visually Impaired
- Early Years Centre
- Occupational Therapy Service
- Paediatric Developmental Team