

# St. Thomas of Canterbury Church of England Junior School



## **Special Educational Needs Policy**

***"Realising the potential of every child within a caring, Christian community"***

It is the policy of St. Thomas of Canterbury Church of England Junior School to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 years – January 2015, Children & Families Act 2014 and the Equality Act 2010.

### **Aims and Objectives**

Our aim is for every learner to experience a curriculum rich and varied, challenging and inspiring, which will help every individual to fulfil his or her potential to the highest possible standard, whether or not they have SEND.

Our objectives in making provision for pupils with SEND are to ensure that:

- All pupils have access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- All staff have high expectations of what pupils with SEND can do and achieve;
- All staff understand what 'high expectations' should look like for pupils progressing from different starting points;
- All teachers carry out their responsibility to identify and meet the special educational needs of pupils;
- Pupils are carefully assessed and tracked, responding with interventions when there are indications of underachievement;
- High quality support is employed to meet the needs of all pupils;
- Pupils and parents/carers are fully involved in order to make provision more effective by taking account of their views.

### **Definition**

The Special Educational Needs and Disability Code of Practice: 0 to 25 years – January 2015, states the following as a definition of special educational needs:

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
- 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 or mainstream post-16 institutions

Special educational provision means:

'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'.

### **Curriculum Provision at St Thomas of Canterbury Church of England Junior School for SEND Pupils**

- All year groups are set by ability for mathematics for 1 hour each morning.
- All year groups have English booster groups but the rest are taught in mixed ability groups
- English and mathematics booster groups are classes of approximately 16 children with a classteacher and at least one Teaching Assistant (TA).
- If a child's needs do not require the intervention of a booster group, provision is made through accurate differentiation by the teacher by modifying skills based learning objectives, teaching styles and strategies.
- Targets are set termly by teachers and the SENCO. They are recorded on a Person Centred Plan (PCP), a Provision Map of interventions or lesson planning.
- There are additional opportunities throughout the day for children on the SEND register to work with SEN teachers or Teaching Assistants on their individual targets.
- Children with physical or social difficulties that we have concerns about at playtime are monitored by the staff on duty.

## **The Role of the Support Team**

### **SENCO + 13 Teaching Assistants**

The agreed role of the special needs team is to support the work of classteachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The SEN Nominated Governor meets regularly with the SENCO to discuss SEND issues. The team will have regard to the Code of Practice and Provision Guidance Toolkit. We will work closely with and support classteachers in the early recognition, assessment and testing of children. We will work closely with parents arranging meetings as and when necessary.

We will coordinate the writing of Person Centred Plans and all contributions of those involved. We will regularly test and set new outcomes (long and short term) when appropriate and work with the named children within the class, a group or 1:1 as appropriate.

The objectives are:

To help children to cope with a broad-based curriculum and to make progress through the National Curriculum 2014 by:-

- testing, assessing and reviewing the needs of the individual child and the writing of the PCP
- setting achievable outcomes in a 'small steps' approach
- working in partnership with children, parents/carers, staff and any relevant outside agency
- giving access to appropriate resources and encouraging independent use
- giving support in the classroom with a variety of tasks where appropriate
- providing additional encouragement and praise to promote self-esteem, motivation and concentration
- following all school procedures to promote consistency

### **The Role of the SENCO**

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs and disabilities
- coordinating provision for Pupil Premium children
- liaising with and advising teachers
- managing Teaching Assistants
- overseeing the records of all children with special educational needs and disabilities
- liaising with parents/carers of children with special educational needs and disabilities
- contributing to the in-service training of staff (CPD)
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- attending appropriate training to support the role, to disseminate to staff and to use the School Development Plan to implement new developments
- working closely with the nominated Special Needs Governor
- monitoring, evaluating and reviewing the special needs budget in relation to provision for individual needs and deployment of support staff.

### **Triggers for Classroom Support Intervention (Class Monitor)**

**Wave One** is to provide first quality teaching in each lesson delivered. It is normal to differentiate each lesson taught in class for differing ability groups. Every child is assessed half termly in Reading, Writing and Mathematics; Speaking & Listening and Science are currently assessed at the end of the academic year. When a child falls below the level of their peers and is not achieving their potential it may be necessary to start Wave Two interventions.

**Wave Two** – additional programs and/or planned support that are designed to accelerate learning. Wave One plus additional, time limited, tailored intervention support programs. If a child does not catch up after a Wave Two intervention then they may take part in a Wave Three intervention.

**Wave Three** interventions – additional highly personalised interventions.

Children on the SEND register as Classroom Support do not require a Person Centred Plan (PCP). Their provision is recorded on a Provision Map.

## **Triggers for Additional Need Intervention (SEN Support)**

If a child on Classroom Support (Class Monitor) is still not achieving their potential then we may ask for advice from an outside agency such as the Learning Support Service or Educational Psychologist. Children on the SEND register as Additional Needs (SEN Support) will have their objectives and provision recorded on a Person Centred Plan (PCP). Following consultation, advice would be taken as to future and further action. If then the child met the necessary criteria, it may be deemed appropriate to request a **statutory assessment (EHCP – Education, Health and Care Plan)**.

## **Admission Arrangements**

The admission procedure for any child is outlined in the school prospectus which is available from the school website ([www.stthomasjr.org](http://www.stthomasjr.org)). In certain cases, such as a child with a severe physical disability, special arrangements will be made before the child's admission. A disabled toilet, special ramps, lower handrails and highlighted steps are already in place.

- provision for children with SEND is a matter for the school as a whole.
- we welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- all children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary then parents are informed.
- prior to starting school, parents of children with an EHCP or EHCP pending will be invited in to discuss the provision that can be made to meet their child's identified needs.
- pupils with EHCPs are admitted into school and fully integrated, unless it would be incompatible with the efficient education of other children, and there are no reasonable adjustments that can be taken to prevent the incompatibility.
- pupils with EHCPs have to be admitted to the school of their choice.

## **Disability Equality Scheme**

At St Thomas of Canterbury Church of England Junior School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan.

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified special needs and disabilities to participate in the curriculum.

## **Integration**

Children with physical disabilities are expected to carry on with normal school procedure as much as their disabilities allow. If they need extra support then the school provides as much as is needed for him/her to experience the normal curriculum. SEN teachers and TA timetables are set accordingly. Children who are withdrawn from classes for specific interventions set by the SENCO usually work in one of the smaller rooms in the school, depending upon the activity or size of the group.

## **Transitional Arrangements**

- When a pupil moves to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.
- Year 3 staff, including the Headteacher and SENCO, meets with Infant staff in the summer term to discuss pupils in present Year 2, prior to transferring to the Junior School in September of that year. Concerns about particular needs are discussed at this meeting and any necessary arrangements are set in motion.
- The SENCO attends Year 2 Annual Reviews and summer term One Plan Meetings for present Year 2 pupils with an EHCP.
- Present Year 2 pupils in receipt of an EHCP are invited on three formal transition visits to the Junior School in July where they partake in organised activities to help familiarise themselves with the school and for Junior School staff to get to know the pupils better – All About Me, Orienteering, It's Question Time! Informal visits are also encouraged and Social Stories are created to support the transition process.
- For pupils with specific learning difficulties, the SEN team will visit and liaise with the appropriate connecting establishments.

## **Partnership with Parents/Carers**

Our aim is to develop a partnership where professionals and parents work together in the best interests of the child. Parents are encouraged to participate as fully as possible in decisions and are provided with the information and support necessary to enable participation in those decisions. A record of provision will be kept and meetings are held with parents, teachers, SENCO and the child, as appropriate, to review the child's progress and the program for learning. Parents are welcome to make an appointment to speak to SEN staff at any convenient time.

In addition, the SENCO facilitates a 'Coffee & Conversation' group which meets half termly. Parents of children supported through an EHCP are invited to attend this informal gathering where topics/themes of interest are introduced and discussed and parents signposted to further advice and guidance as necessary.

## **Staff Training & Continuing Professional Development**

We will continue to develop staff/governors expertise by making full use of courses provided by the Local Authority, national conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENCO and through the School Development Plan. The school's Performance Management system will assist in highlighting training needs as will the CPD Coordinator.

## **Complaints**

If parents have a concern they feel has not been noted by the school, or if there is a complaint regarding the SEN provision their child is receiving, they should initially see the classteacher, who will then liaise with other staff so that concerns can be dealt with as soon as possible. Parents can also contact the SENCO.

## **Evaluation of Policy**

The SEN Policy is a working document and is regularly reviewed as recorded in the School Development Plan. The SEN Policy should be read in conjunction with all other school policies, school SEN Handbook and SEND Information Report (School Offer).

*Policy reviewed: **October 2019***

*Next policy review date: **November 2020***