



RIVERSIDE JUNIOR SCHOOL **POLICY STATEMENT FOR ADDITIONAL AND** **SPECIAL EDUCATIONAL NEEDS**

Guiding Principles

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- In this school we have high expectations and set suitable targets for all pupils.
- In this school a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHC (Education and Health Care Plan)

Terms:

- SEN refers to a Special Educational Need. *A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.* Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv
- AN refers to an Additional Need. Not identified as a Special Educational Need but a need none the less that is creating a barrier to learning. This could well include a social need.
- ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with ASEND (see also curriculum and assessment policies)
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfill their monitoring role with regard to the Policy Statement for ASEN
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Responsibilities and Resources

The Special Needs Co-ordinator (SENCO), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEN. The Headteacher currently holds this post. Her responsibilities include:

For Primary see section 6 of the SEND Code of Practice 2014: 0 to 25 years

The SENCO attends the termly central Calderdale SENCO Network meeting and the local cluster network meetings.

The SENCO provides a termly report to the SEN Governor that includes changes to the SEN and AN registers and the impact of interventions.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ASEND. The Headteacher works closely with the SENCO and keeps the Governing Body fully informed of ASEND issues, providing an annual ASEND Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

The Governing Body, the duties of the Governing Body are set out in the SEN Code of Practice, November 2001, section 1:21. The SEN Governor for this school is Jon Hairsine.

Specialisms

A comprehensive programme of Continuing Professional Development for ASEND is planned according to the school pupil profile.

Facilities For Pupils With Special Educational Needs

The school is a building with many steps and stairs. There is, however disabled access throughout the lower floor of the building and disabled toilets. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching throughout the school.

All members of the school community, including pupils, are invited to inform the school of any disability they have.

The Equality Policy and Plan and the Medical Conditions Policy should be read in conjunction with this policy.

Resources

Delegated funding for pupils with a Statement of Special Educational Need or an EHC Plan is mainly used to pay salaries for one-to-one dedicated staff.

Other devolved funding is allocated to support the needs of pupils with Additional Needs where required.

Pupil Premium money is carefully allocated to support the children it is targeted to.

Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

Identification, Assessment And Review

The school follows the SEND *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support.

Plan: parents must be notified wherever it is decided that a pupil is to be provided with SEN support.

Do: the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: the effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO or Head about a child with a potential SEN or other barrier to learning.

We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

In school we use a range of assessment data eg, relevant family/medical history, Foundation Stage Profiles, P Scales, PIPs, Teacher Assessments, Screening Tests, SATs results, RAISE online, Teaching Assistant assessments, reading/spelling phonological

awareness tests; behaviour observations recorded in a diary, etc. A range of diagnostic tests are used as appropriate.

Pupils who fail to make expected progress on the basis of accumulated evidence are placed on an Additional Needs Register. Parents are consulted before this decision is made.

Additional Needs

At this stage an Individual Additional Needs (IAN) plan is drawn up in consultation with parents/carers where possible, and the pupil. Occasional advice may be sought from external agencies to inform effective intervention. The IAN format in use allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly. If a pupil fails to make the expected progress advice may be sought from external agencies which may include social and well as educational services. At this stage, an SEN may be identified.

Four Categories of SEN – Broad Areas of Need

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. *Social, Emotional and Mental Health Difficulties*. They include:
 - Wide range of difficulties that manifest themselves in many ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder
4. *Sensory and/or Physical Needs*, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

Special Educational Needs

If a child is formally identified as having SEN or SEND by an external agency, with the agreement or parents/carers, they are placed on the SEN register. If they are either not

making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

All class teachers have a summary of their responsibilities for pupils identified as having Additional and Special Educational Needs in the register file in each class. This file also contains a list of SEND pupils in the class and additional ASEND information where appropriate e.g. characteristics of dyslexia, etc. Pupils' IANs are also kept in the class register files.

Review Meetings

Review meetings are held termly for all pupils on the Additional Needs register. Parents/carers and pupils are invited to attend as well as the class teacher and Teaching Assistant, if involved. Representatives from external support agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new IAN the SENCO will file a copy centrally and send a copy to parents/carers and any external agency that is involved.

For pupils with a Statement of Special Educational Need or an EHC Plan, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the Statement/EHC. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.

For children issued with a Statement of Special Educational Need or EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The SEN Team will be involved as well as any other external agencies.

The SEN and AN Registers

The registers are updated termly to take into account summative assessment results. Class teachers who wish to nominate additional pupils to be placed on the AN register will provide the following evidence to the SENCO:

- Class record (e.g. Record of Concern)
- Results from any curriculum tests
- Evidence of strategies already in place
- National Curriculum levels or P Scales
- A piece of unaided work from the curriculum area deemed to be problematic
- Other relevant information e.g. medical, family circumstances, etc
- Overall Teacher Assessment that shows the pupil is working at a level that is below the national expectations for their age or is progressing at a slower pace.

Curriculum

Pupils have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and IANs.

To enable access to the curriculum for pupils with ASEND, the school provides:

e.g.

- Specialist teachers
- Teaching Assistants
- Intervention resources
- Specialist equipment

See the School Offer for a comprehensive list, available on our website:

www.riversidejunior.co.uk

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

External Support

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Behaviour Support Service
- Autistic Spectrum Disorder Team
- Children's Services Unit
- The SEN Team
- The School Nurse
- Education Welfare Service
- Parent-Partnership Service
- Special Schools
- Specialist Inclusion Services (eg ASD Team)
- Children's Social Care
- Children and Adolescent Mental Health Service
- Parent Partnership
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Calderdale's Local Offer is currently under development but ultimately aims to host a "Core" Calderdale School's

Offer and each individual School's Offers. For up to date signposting, follow this link via our website document entitled Local and Core Offer: www.riversidejunior.co.uk

Liaison With Parents/Carers

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to the Additional Needs Register then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child. At this stage parents will be told about Parent-Partnership Service
- Parents'/carers' views will be sought when a pupil's IAN is drawn up and suggestions as to how these can be supported at home will be given
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report

Consulting Young People with ASEND

- Children's views will be sought and taken into account during the review process and at other key times throughout the year, ie at IAN reviews and via the biannual Wellbeing Questionnaire.

Transition Arrangements

Transition reviews for Year 6 pupils are held, where possible, in the Autumn term. The appropriate secondary school SENCO is invited to Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND pupils that are moving between key stages will have transition arrangements in place via the IAN review process.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website: www.riversidejunior.co.uk

Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website, see link above.

- The Equality Policy and Action Plan
- Medical Conditions Policy
- Local Offer/ Core Offer/ School Offer

Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed:	Cathy Greenaway	Interim Head Teacher	Date:
Signed:	Jon Hairsine	Chair of Governors	Date:

Review Date: February 2016