

Special Educational Needs Policy

Holtsmere End Junior School

March 2013

Introduction

Holtsmere End Junior School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and equal members of the school.

*As such, provision for pupils with SEN is a matter for the school as a whole.
"All teachers are teachers of pupils with SEN".*

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them'

Equality of Opportunity

This school does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN.
- To enable pupils with SEN to maximise their achievements.
- To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- To work in partnership with Parents, Governors and outside Agencies to identify and support children with SEN.
- To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum.
- To take the views and wishes of the child into account.
- To use the SEN budget to provide value for money.

The school will;

- comply with LEA Guidance and the DfES legislation relating to SEN:
- Hertfordshire's Admission Policy
- Special Educational Needs Code of Practice Nov 2001
- Inclusive Schooling Document 2001

Inclusion Co-ordinator

Louisa Hawker

Inclusion Governor

Judy Bayliss

Admission arrangements

Hertfordshire's Admissions Policy.

Specialists within School

Class teachers can refer to:

- InCo
- Subject Leaders
- Senior Management Team

Facilities for those with SEN or those with a disability

1. The school is on one level with ramps to cloakroom.
2. There is a disabled toilet.
3. Teacher's differentiate through their planning for whole class and small groups.
4. A wide variety of support programmes are used within school to support children with SEN. These include:
 - TRACKS programme (specific learning difficulty literacy scheme)
 - Springboard (DfES mathematics scheme)
 - Booster Classes
 - Trained Learning Support Assistants
5. Use of outside advice and specialists e.g. Educational Psychologist (Autism, Visual & hearing impairment, physical)
6. IWB - visual
7. Soundfield system - every classroom and hall

Identification, Assessment and Provision

Assessment

1. Assessment is made by class teacher and InCo. Continuous assessments may be supplemented by standardised and or diagnostic tests. Whole school assessment tools currently used include:
 - End of KS1 SAT's results
 - Optional end of year SAT's
 - NFER Spelling Age Test.
2. Teacher assessment and test results are used to plot a pupil's progress in Literacy and Numeracy on a National Curriculum Level Tracker and an Age Related Expectations Chart. (Appendix 1 and 2). Add new tracker.
3. The progress of pupils is reviewed by the class teacher, head teacher and InCo in order to identify pupils who may require additional support. (SEN)
4. When appropriate:
 - IEP's SMART targets will be set and reviewed regularly.
 - External services (Specialist Support Service, Educational Psychologist) undertake specialist assessments, leading to more specifically focused IEP's.

Identification

1. Teachers, other professionals, parents and even the child themselves may raise concerns about progress.
2. InCo and class teachers monitor the Curriculum Level Trackers and Age Related Expectation Charts to identify pupils who are not making adequate progress or achieving in line with age related expectations.
3. Once identified as having SEN, the child's progress is monitored by the class teacher and InCo.

Provision

Class Level Provision

1. Teachers plan for a wide range of learning styles.
2. Class Teachers differentiate to ensure curriculum is accessible for the full ability range.
3. Specific reinforcement or skill development activities are planned.

School Action

1. When a class teacher identifies that a pupil has SEN the class teacher needs to devise interventions additional to or different from those provided as part of the schools usual differentiated curriculum.
2. The InCo could take the lead in -
 - Planning future interventions for the child in discussion with colleagues.
 - Monitoring and reviewing the action.
3. Class teacher remains responsible for working with the child on a daily basis and for planning and delivering an intervention programme for an individual or small group (an IEP may be devised)
4. Use small group intervention programmes developed for National Literacy and Numeracy Strategies.

School Action Plus

1. InCo and class teacher, in consultation with parents ask for help from external services.
2. Class teacher and InCo are provided with advice or support from outside specialists.
3. Additional or different strategies to those at *school action* are put in place - IEP will be devised.
4. InCo will take the lead in -
 - Any further assessment of the child
 - Planning future intervention for the child in discussion with colleagues
 - Monitoring and reviewing action taken.

Resources

1. Financial

- Within the delegated budget there is an element for SEN. This is used

to employ staff to work with identified children individually or in groups and to purchase resources and training.

- Funding from the LEA for individual pupils Statements of Special Educational Needs, is spent in the way specified by the LEA who also monitor this funding.

2. Special Equipment and Provisions

- The school single storey with a toilet for the disabled.
- Accommodation is in individual classrooms or semi open plan classrooms shared by two classes.
- Teachers plan for the full ability range.
- Curriculum leaders provide resources for the full ability range.
- Advice from other professionals help us in this task, in particular to target specific needs of groups or individual pupils.
- Resources include reading, spelling and writing schemes, high interest books, phonic games, SEN maths equipment, computer programs and maths schemes. Electronic specialist equipment - hearing loop and computer for hearing, sight and physical difficulties

3. Staff

- The school uses delegated SEN funding, Earmarked funding to employ staff e.g. Teaching Assistants to work with children with SEN individually or in groups.

4. Training

- Our aim is to provide Teachers and Teaching Assistants (T.A's) with the skills they need to effectively help the children in their care.
- The main focus for Teachers or T.A.'s is identified in the School Development Plan and included in the Inset Programme.
- A record of Staff Training is maintained and reported to Governors in the Head Teacher's Report.

5. Outside Agencies

- Our aim is to seek help and advice from outside agencies to identify and effectively meet the educational needs of our pupils.

Role of the Governors

1. Ensure the school's SEN Policy and Admission procedures comply with DfES legislation.
2. Have in place a complaints procedure.
3. Ensure other school policies support SEN pupils.
4. Ensuring the School Development Plan includes SEN provision, e.g. staff, training, resources and these are linked to the budget.
5. Monitor the work of the school with respect to SEN by,
 - Appointing an SEN Governor
 - Head Teacher Reports provide regular updates on how the SEN policy

is working

- School Improvements Plan progress.
- Budget monitoring.

Staffing Policy and Partnerships beyond the School

Partnership with Parents

1. We believe that children make most progress when parents understand the needs of their children and are involved in their learning. Partnership with parents is developed by:

- Parent/Teacher consultations
- Annual written report
- Link up time at the end of the school day 3.15 p.m. to 3.30 p.m.
- A range of other strategies may include: Year groups Parent/Teacher

meetings

- Curriculum meetings - e.g. SAT's information and Sex Education
- Open Evenings

2. In addition parents are invited to make appointments to talk to the class teacher, InCo or Head teacher if they have any concerns.

3. When a child is on School Action, and School Action Plus, learning targets are discussed with parents and the pupil. Parents are encouraged to help their child to meet these targets, e.g. by regular reading at home, learning key words.

4. Parental permission is obtained for children to be assessed by other professionals. Parents are usually invited to meet the professional or if this is impossible the Teacher, InCo or Head teacher provide feedback.

Pupil Involvement

1. The school believes that children make the most progress when they are aware of their learning targets.

2. When appropriate pupils are involved in their statement reviews.

Inservice training

Money is allocated within the SEN budget for staff training, this includes:

- Outside professionals visiting, e.g. Educational Psychologist, staff meetings and Inset days

- InCo organised/lead staff meetings and INSET days.
- SEN training for teaching assistants
- Daily impromptu feedback/support about concerns by InCo and

subject leaders

- Visiting SpLD Base for staff training.
- Courses provided by LEA

Links with other schools and Transition arrangements

1. So that pupils' educational needs are met the school liaise with both Infant and

Secondary Schools. At primary Level this may involve:

- Visits to Holtsmere End Infant School by staff to share information about individual pupils and the year group curriculum.

- Holtsmere End Infant School Pupils visit the Junior School e.g. for Christmas and end of year productions, and at other times through out the year.

- Holtsmere End Infant School Year Two children visit for a 'Meet the Teacher' morning in the Summer Term.

- Year Two parents are invited to an 'Open Morning' in Autumn and Summer Terms to find out more about the school and see it working and meet teachers.

- SEN details and individual pupil notes are received from relevant Infant Schools.

- Teachers meet within the school to pass on relevant information about the pupils to ensure smooth transition between each year group.

2. At Secondary level this may include:

- Year Six pupils sample day at their prospective secondary schools.

- Representative Teachers from secondary schools visit to share information about individual pupils

- SEN details and individual pupil notes are forwarded to relevant Secondary Schools.

- Liaison Meetings are attended by Year 6 teachers.

Links with other Professionals

1. Our aim is to seek help and advice from outside agencies to identify and effectively meet the educational needs of our pupils.

These include:

- Educational Psychologist
- Specific Learning Difficulty Base
- Social Services
- Dacorum Education Support
- LEA Advisors
- School Doctor and School Nurse
- Speech and Language Therapy
- Occupational Therapy and Physiotherapy
- Child and Family Support Services
- Educational Welfare Officer
- CAMHS
- Autism advisors
- Visual Impairment specialist advisor