

FAIRFIELD ENDOWED CE (C) JUNIOR SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Happy. Proud. Successful

Introduction

This policy has been reviewed and updated in line with the revised Code of Practice, Every Child Matters and the Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014: Regulation 51; Schedule 1.

The policy has also been reviewed in the light of Section 69 [2] of The Children and Families Act 2014.

See appendix and schedule 1 of The Special Educational Needs and Disability Regulations 2014 attached.

Our policy for the provision of those with special educational needs aims to:

Provide an inclusive education for all by working closely with children and their parents, the staff team, the governing body and outside agencies working alongside FEJS.

Statement of Inclusion

At Fairfield, we want to provide those children with special needs the same opportunities as everyone else within a classroom setting. Our teaching methods are therefore based on offering support through differentiated curriculum, opportunities for children to learn from their peers and the strategies to be able to work independently. We use a 'precision teaching' approach when delivering intervention programmes where TA's will work with groups of children or individuals for short periods of time during the school day. These skills can then be applied to their everyday learning as appropriate.

Access to Learning

Every child has the entitlement to an enriched curriculum. For this reason, teachers show an understanding of children's needs by:

- Using a range of strategies to meet children's special educational needs, taking full account of the way in which children learn best (Kinaesthetic, visual, auditory and memory exercises).
- Taking account of the social and emotional difficulties which some of our children might be experiencing using approaches such as positive play and nurture.
- Recognising that some of our children need help organising themselves for school on a daily basis and might need support with letters home, homework, uniform, PE kits, school trips and so on.
- Writing Individual Educational Plans or provision maps for those most in need.
- Arranging learning for individuals, small groups or whole class inclusion supported by an adult.

Provision in place at Fairfield

Triggers for intervention

If a child is working at significantly below average attainment for their year group, they will be placed on a register at 'School Support'. This ensures that they are recognised as a child who needs additional 'in class' provision. This usually takes the form of an intervention programme being put into place using the school's resources (Wave 1 Intervention strategies for example bridging the gap materials from the Literacy and Numeracy Framework and/or general differentiated work). This level of provision is usually shown on the teacher's planning. The class teacher will keep parents informed and may draw upon them for additional information. Success is monitored using the school's usual assessment procedures. Other assessments, BPVS and MacMillan Reading Test and Boxhall Profiles, are conducted by SEN Co-ordinator throughout the year to monitor progress more carefully.

If a child's needs become more complex and there appears to be a 'significant' barrier to learning, the child will be put on School Plus Support. When this is the case, we record the strategies used to support the child using a detailed provision map. This shows the short term targets for the child which are reviewed regularly in order to meet the needs of the child. This map should show additional and different to curriculum adaptations. An IEP may also be used for small groups of children who have similar needs and can be written and reviewed with parents and children if appropriate.

Sometimes, outside agencies will be consulted for advice but we consult parents prior to this happening. If this is the case, children will work with or be assessed by outside agencies on the school premises. Contact with outside agencies may result in additional or different strategies being employed to meet the needs of the child. This enhanced level of support requires teachers to plan from Wave 2 and Wave 3 materials which will need supporting using teaching assistant hours in order to implement strategies. Teachers produce a timetable to show how these hours are implemented. External support services will also provide information for the child's Individual Education Plan.

If the child continues to demonstrate significant cause for concern, an application for an Education Health Care Plan or a 'GRIP' will be made to the LEA by the school [with parental consent] or by the parent. A range of written evidence about the child will support the request for assessment including previous IEP's, health reports, timetables of support and reports written by Educational Psychologists and provision maps.

Co-ordinating Provision

Mrs. Parkes is the SENCO [special educational needs co-ordinator]. Her role is to co-ordinate provision from outside agencies, support and advise staff, keep a register of those with special needs, work closely with parents and carers and monitor progress and effectiveness of intervention.

The Head teacher oversees the provision and allocates funding to support special educational needs. The Head Teacher informs the governing body of how the funding allocated to special educational needs has been employed. Our link Governor for SEN is Caitlin Bisknell.

Class teachers are responsible for implementing provision maps and reviewing these with parents at least twice yearly. Class teachers are also responsible for differentiating the curriculum, taking into account the needs of the class.

Teachers and Teaching Assistants have the responsibility for delivering the programmes to support a child's needs as directed by the class teacher.

Transition Arrangements

Our main feeder school is Fairfield Infant School. The transition period for children moving up is well planned. There are several opportunities for the new intake to get to know their new teachers during the summer term using assemblies and general introductions to leading actual lessons in the absence of KS 1 staff. Outside agencies are also expected to be part of the transition process and several meetings are usually held in order to discuss pupil's individual needs. These transition arrangements coincide with those within the juniors in order for staff to become more familiar with pupils, thus having a greater understanding of their needs, before joining them in September.

Transition links are also ongoing with KS 3 during the summer term and additional meetings are always arranged to discuss the needs of those on the SEN register.

Prepared by: Mrs J Mercer
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Appendix

The Children and Families Act 2014.

SEN information report

(1) This section imposes a duty on—

- (a) the governing bodies of maintained schools and maintained nursery schools in England, and
- (b) the proprietors of Academy schools.

(2) A governing body or proprietor must prepare a report containing SEN information.

(3) “SEN information” is—

- (a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;
- (b) information as to—
 - (i) the arrangements for the admission of disabled persons as pupils at the school;
 - (ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
 - (iii) the facilities provided to assist access to the school by disabled pupils;
 - (iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).

(4) In this section—

- “disabled person” means a person who is a disabled person for the purposes of the Equality Act 2010;
- “disabled pupil” includes a disabled person who may be admitted to a school as a pupil.

SCHEDULE 1 Regulation 51

Information to be included in the SEN information report

- 1.** The kinds of special educational needs for which provision is made at the school.
- 2.** Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
- 3.** Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) additional support for learning that is available to pupils with special educational needs;
 - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
- 4.** In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
- 5.** Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
- 6.** Information about how equipment and facilities to support children and young people with special educational needs will be secured.
- 7.** The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
- 8.** The arrangements for consulting young people with special educational needs about, and involving them in, their education.
- 9.** Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
- 10.** How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
- 11.** The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.
- 12.** The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
- 13.** Information on where the local authority's local offer is published.

