

WISH
Ludlow Junior School
SEND Policy
Review Date October 2017
To be reviewed September 2018

We believe that the aims of the educational process are the same for all, but that some children require different types and levels of support at different times. Their entitlement to the highest quality education and full access to a balanced and broadly based curriculum, including the National Curriculum and extra-curricular activities, remains unaltered by their need for such support.

'Children have Special Education 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 which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

For children who are in need of, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

We aim to:

- We aim to provide quality first teaching for all, including those with SEND
- Identify and assess all pupils with SEND as early as possible
- Provide appropriate support and prepare suitable programmes of work structured to each child's needs
- Provide appropriate support and training for all staff
- Provide a range of teaching strategies and effective differentiation
- Include SEND pupils in all aspects of school life
- Improve the attainment of SEND pupils
- Inform/liase with parents of pupils with SEND
- Liaise and consult with outside agencies when appropriate

Guidelines

The school follows the guidance given in the Special Educational Needs Code of Practice. The culture, practice, management and deployment of the school's resources are designed to ensure that all children's needs are met. The school will endeavour to identify any special educational needs as soon as possible. The school will use best practice when devising interventions. The school will work in partnership with parents and take into account the wishes of the child concerned, in the light of their age and understanding.

The Role of the Governing Body

The Governing body of the school will:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- have regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- The Governors, especially the SEN Governor, will be involved in developing and monitoring the school's SEND policy,
- aware of how funding, equipment and personnel are employed, ensuring that SEN provision is an integral part of the School Improvement Plan,
- ensuring that the quality of SEND provision is monitored regularly

The Role of the Assistant Head (SENCo, wellbeing, inclusion)

The Assistant Head responsible for SENCo role will collaborate with the Executive head and governors to determine the strategic development of the SEND policy and provision. The Assistant Head responsible for SENCo role will take day to day responsibility for the operation of the SEND policy and coordination of provision for individual children with SEND. The Assistant Head with SENCo responsibility will provide related professional guidance to colleagues, with the aim of securing high quality teaching for children with SEND.

The Assistant Head/SENCo will analyse and assess children's needs, monitor quality of teaching and standards of pupil achievement and set targets for improvement. S/he will collaborate with subject leaders to ensure that learning for all children is given equal priority and available resources are used to maximum effect.

Identification and Assessment

Everyone in the school (governors, headteacher, Assistant Head/SENCo and all other staff) has important day to day responsibilities for provision for children with Special Educational Needs (SEN).

- All teachers are teachers of children with SEND

The assessment procedure will focus on:

- the child's learning characteristics
- the learning environment
- the task
- the delivery of quality first teaching

Where there is continued concern, further assessment will be undertaken and may include:

- observation of the child in school settings (e.g. classroom, playground),
- standardised assessments appropriate to child's age and perceived difficulty,
- informal assessments based on classroom tasks,
- discussion with the child
- The parents will be invited to meet with the class teacher to discuss their child's progress before assessments are begun. Parents will be informed of the results of any assessments and the action planned by the school.
- Concerns raised by parents will be taken into account and used to inform school responses.

Graduated response following assessment

The school will inform parents when SEND provision is being made for their child and may seek information from parents.

Where necessary, information or advice from professionals within health or social services may be sought, with parental consent.

Teachers will ensure that classroom organisation, teaching materials, teaching style and differentiation are appropriate to enable each child to learn most effectively. Training opportunities and support will be offered whenever available to enable teachers and teaching assistants to fulfil this function.

The child's class teacher remains responsible for planning and delivering an appropriate curriculum for all children. The Assistant Head (SENCo) will be responsible for further assessments, planning future support and monitoring outcomes.

Tracking records will be kept for all pupils categorised as SEND

Individual Education Plans (IEP) may be drawn up for a child with SEND, if this is felt appropriate

This will record the strategies to be employed to enable the child to progress.

The IEP will provide information on:

- child's short term targets
- the provision
- date of review
- success/exit criteria outcomes (to be recorded at the review)

The IEP only records that which is additional to or different from the differentiated curriculum plan. (It will focus on 2 or 3 targets relating to the child's needs.)

The IEP will be discussed with the child and the parents.

Where there is an IEP in place it will be reviewed at least twice yearly with the parent and staff

A Plan, Do, Review style is adopted for monitoring and tracking any additional support that put in place.

Working with Children with Statements of Special Educational Needs/Education and Health Care Plans

All children with statements/Education and Health Care Plan will have short-term targets set which are linked to the needs identified on their EHCP plan/Statement

Annual Review of Education and Health Care Plan/Statement

The Education Health Care Plan/Statement will be reviewed annually. The Assistant Head (SENCo) will carry out these annual reviews.

Advice/feedback will be requested from:

- the child's parents
- anyone specified by the authority,
- anyone else the Assistant Head (SENCo) considers appropriate.
- The Assistant Head (SENCo) will circulate a copy of all advice received to all of those invited to the review meeting

The Assistant Head (SENCo) must invite to the meeting:

- the child's parents (or the appropriate person if the child is looked after by the local authority)
- a relevant teacher, who may be the child's class teacher, or the SENCo or some other person responsible for the provision of education for the child,
- a representative of the LA.
- any person who the LA considers appropriate and specifies in a notice

Wherever possible, the child will be actively involved in the review process. His/her views on progress during the year, any difficulties encountered and hopes for the future will be sought. Where it is deemed appropriate, the child may attend all or part of the meeting.

Where the child or the child's family have English as an additional language, the school will make provision for translation of documents and bilingual support before and during the meeting.

Where the child or the child's family have a communication difficulty because of physical or sensory impairment, the school will make provision for suitable interpreters and provision of documents in suitable format.

Where the child is looked after by the local authority, the SENCo will take note of the advice given in the Code of Practice.

Following the meeting, the SENCo will ensure that the report is submitted to the LA no later than 10 days after the meeting, or before the end of that term, whichever is the earlier.

Initial consideration of primary to secondary transfer will be considered at the review meeting in Year 5. Where the options are not clear at the Year 5 meeting, an interim or early review will be held in the autumn term of Year 6.

Request for Statutory Assessment

The school will make a request for a statutory assessment/Education and Health Care Plan request where the child has demonstrated significant cause for concern and the school considers that despite the action taken, the child's needs cannot be met effectively within the resources normally available to the school. The school will be able to provide the LA with documentary evidence as detailed in the Code of Practice.

School Transfer

When a child with SEND leaves the school (either within or cross phase) records will be transferred within 15 school days of the child ceasing to be a pupil at the school.