

CHATER JUNIOR SCHOOL

Special Educational Needs and Disability Policy

This policy has been written with regard to the 2014 Special Educational Needs (SEN) Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

SENCo: Mrs Sue Sampson

SEN Governor: Mr Sanjay Mackintosh

At Chater Junior School we endeavour to create a happy, caring and supportive school where all have the right to learn, to be respected and to be safe. We provide a broad and balanced curriculum, differentiating to enable every child to achieve as highly as possible to fulfil their potential.

Aims

At Chater Junior School we aim:

- to provide an inclusive environment for all pupils
- to ensure that all children have access to quality first teaching. *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.'* (CoP 6.37)
- to identify children who need additional support as early as possible
- to provide effective opportunities for every pupil and to have high expectations. (See Teaching and Learning Policy)
- to set suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning
- to work in partnership with parents and carers encouraging an active and valued role in supporting their children
- to involve children in evaluating their progress and setting new targets
- to ensure that all staff have access to training and advice to support the children's learning.

Role of the SENCO

The key responsibilities of the SENCO include:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with and advising staff and parents on SEND
- liaising with external professionals
- liaising with Chater Infants School, other schools and local secondary schools to plan and prepare for a smooth transition
- record keeping for all children with SEND
- monitoring staff training for SEND.

Admission Arrangements

Chater Junior School is an inclusive school where all children are welcome. We do not have any SEND specialisms or units. Chater Junior School is predominately a single storey building which provides good accessibility for wheelchairs. It has a medical room/disabled toilet, with a hoist and adjustable changing table, as well as disabled toilets in the library and music room. All classrooms and the hall have a Soundfield system for children with a hearing impairment. Chater Junior School has regard to the Equality Act of 2010 and makes *'reasonable adjustments...to ensure that disabled children...are not at a substantial disadvantage compared to their peers'*. (CoP intro xix)

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

Chater Junior School seeks to include children from all cultures and backgrounds, including disabled children and those with special educational needs. We are committed to providing equal opportunities regardless of race, faith, gender, social background or capability in all aspects of school life. We respect that all children are different and are valued as part of the school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs
- require different strategies for learning
- learn at different rates
- may require a variety of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children with communication, language and literacy difficulties
- planning to develop understanding through the use of senses and experiences
- planning for activities which improve participation in learning
- helping children to manage their emotions or their behaviour to improve learning outcomes.

Identifying Special Educational Needs

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.' (CoP intro xiii) A child 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*
- *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'*. (CoP intro xiv)

Some children who have SEN may have a disability under the Equality Act 2010 that is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. However, not all children who have a disability will have SEN.

Slow progress and low attainment does not automatically mean that a child has SEN, but it can be an indicator of learning difficulties. Equally, attainment in line with chronological age does not preclude a learning difficulty or disability. Many children at Chater Junior School have English as an additional language and some experience difficulties due to limited English, however, this is not regarded as SEN. Care is taken to establish if there is a learning difficulty which is distinct from a child's command of English. For some children the main concern is social or emotional and Chater Junior School would focus on the

underlying cause (for example, communication, mental health issues) and work to support the child by addressing that need.

There are four broad areas of need identified in the Code of Practice:

- Communication and interaction (speech, language and communication needs, Autistic Spectrum Disorder)
- Cognition and Learning (moderate or severe learning difficulties, profound and multiple learning difficulties, specific learning difficulties such as dyscalculia and dyspraxia)
- Social, emotional and mental health difficulties (including withdrawn or challenging behaviour, depression or anxiety, attention deficit or attachment disorders)
- Sensory and/or physical needs (visual, hearing or multisensory impairments, physical disability)

It is important that a child's special educational needs are identified as early as possible and there are several ways to do this including:

- information from a previous school
- pupil progress, attainment and behaviour
- standardised tests
- the teacher's assessment of the child
- the views and experience of the parents
- the child's own views
- advice from external support services.

Teachers observe and assess the progress of all the children they teach and this provides information about areas of the curriculum where a child may not be progressing satisfactorily in spite of an appropriately differentiated curriculum. All teachers differentiate work as a normal part of every lesson, to take into account the wide range of abilities. Provision maps record the range of support available for each year group. Children who are making less than expected progress are characterised by progress which:

- is significantly slower than peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap
- widens the attainment gap

Children who do not make expected progress are placed on the SEN Register at the single category of SEN Support and a Support Plan is used to monitor progress towards short term outcomes which are discussed and reviewed with parents and the child each term. A child is removed from the SEN Register following discussions with the SENCO and agreed with the parents, and when appropriate progress is being made.

Support follows the graduated approach which takes the form of a four-part cycle: Assess, Plan, Do, Review.

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| Assess | The class teacher and SENCO analyse a child's needs, this may include looking at teacher assessment, prior progress and attainment, development compared to peers and national data, parents' views and advice from external support agencies. |
| Plan | Parents are informed, staff working with the child are made aware of their needs, intervention and support is selected to meet the outcomes identified. |
| Do | The class teacher retains responsibility for the child's learning at all |

times; teaching assistants or specialist staff work closely with the class teacher when providing interventions which may involve group or one-to-one teaching.

Review The effectiveness of the support is reviewed, usually each term, and adapted as required.

The SENCO and class teacher will decide on the action needed to help the child progress. *'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'* (CoP 6.36)

Support may include:

- extra assistance in the classroom
- specialist equipment or learning materials
- individual or small group support with the SENCO, a teacher or Teaching Assistant (TA)
- staff training to develop more effective strategies.

External Support

Outside agencies may be requested by the school if a child continues to make little progress despite considerable input. The external specialist may act in an advisory capacity, provide specialist assessments and/or teaching programmes or support the child directly. Agencies include:

- Educational Psychology
- Health specialists e.g., Speech and Language Therapy, Occupational Therapy (OT), physiotherapy
- Specialist teachers for Specific Learning Difficulties (SpLD)
- Autistic Spectrum Disorders (ASD) team
- Specialist teachers for Visual, Hearing or Physical and Neurological impairment
- School nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Special school Outreach, e.g. Colnbrook School
- Education Support Outreach e.g. Chessbrook School
- Play therapy
- Counselling
- Attendance Officer
- Virtual School for Children Looked After (CLA)

Education, Health and Care Plans

Chater Junior School endeavours to meet the needs of all children who need SEND Support from within our allocated resources. However, a small minority of children who have exceptional and complex needs may require a Statutory Assessment from the Local Authority (LA). This request is usually made by the school, but can be requested by parents. A multi-agency approach is required to assess needs, plan provision and identify resources. Information will be gathered from the school, parents, external education and health professionals and social care. A decision will be made by the Local Authority who will assess if the child is eligible for an Education, Health and Care (EHC) Plan to be issued. For children with an EHC Plan, an Annual Review is held to look at progress towards the objectives listed on the EHC Plan. EHC Plans have replaced the Statements of Special Educational Need issued under previous Codes of Practice. Parents have the right to appeal about: the LA's decision not to carry out an EHC needs assessment; the

LA's decision not to issue an EHC Plan; the description of a child's SEND; the school specified in the plan; or a decision to cease to maintain an EHC Plan or Statement.

Partnership with parents

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. We seek to work in close co-operation with parents recognising their knowledge and expertise in relation to their child. We encourage parents to make an active contribution to their child's education, supporting them to provide help for their child's learning and development at home. An annual questionnaire is sent to all parents of children on the SEN Register. Parents are invited to support the school by reviewing and sharing their views on SEN documentation and procedures with the SENCo. Parents and carers are kept informed about their child's progress and there are termly meetings to discuss next steps. Parental permission is always sought before a child is referred to external professionals. When a child has an EHC Plan parents' views are formally sought and incorporated into the final report as well as in Annual Reviews.

We provide interpreters, if required and available, and encourage parents to talk to us about issues which cause concern. We encourage parents to maintain regular communications with the school and to fulfil their obligations under the home-school agreement. The SENCO and Head teacher will always be available, by appointment, to meet parents.

'Parent Partnership' known as the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) provides impartial information, advice and support on SEND to parents and carers. They can be contacted on 01992 555847.

Pupil Participation

At Chater Junior School we encourage children to participate in their learning by being involved in discussions about setting outcomes and progress towards them and in sharing their views by evaluating progress towards their targets on the termly Support Plans. We encourage independence and appropriate responsibility for progress in meeting their needs. Children on the SEN Register all complete an annual questionnaire where they share their views.

Complaints

It is always best to try to resolve complaints amicably and any concerns about the SEN provision should initially be discussed with the class teacher. A further meeting can be arranged with the SENCO and, if needed, with the Head teacher. All complaints are taken seriously and are dealt with as soon as possible in accordance with the Complaints Procedures which follows Hertfordshire LA guidelines.

This policy will be reviewed annually by school staff and governors.

Agreed: January 2019

Supplementary documents that should be read alongside this policy:

Chater Junior School's SEN Information Report

<http://chaterjm.herts.sch.uk/download/sen-information-report-2017/>

Supporting pupils at school with Medical Conditions

Equal Opportunities Policy

Agreed: January 2019