



JUBILEE PRIMARY ACADEMY

Policy for

SPECIAL EDUCATIONAL NEEDS

Reviewed: September 2018
Next Review Date: July 2020

Adopted by the Governing Body _____

Signed _____ (Chair of Governors)

Introduction:

Jubilee believes all pupils should have rights of access to opportunities for development taking into account individual needs and difficulties. In addition, the school believes that all pupils should benefit from the aims and principles stated in the school vision.

Our aims are:

- That pupils and staff achieve their individual and collective best.
- High expectations are set in all areas of school life.
- Ensuring we meet the pupil's personal, social and emotional needs.
- All parties demonstrate clear morals and values.
- Pupils are encouraged to accept responsibility for themselves, their learning and their environment.

In particular, Jubilee believes that all pupil:

- Have individual educational needs.
- Share the right to a broad and balanced curriculum.
- Have the right to have their Special Educational Needs appropriately assessed.
- Will have individual targets set to meet their educational needs.
- Have the right, either directly or through parents, to express a preference in relation to their educational needs and provision.

Principles and Objectives:

- A pupil with special educational needs should have their needs met.
- The views of the pupil should be sought and taken into account.
- Parents have a vital role to play in supporting their pupil's education.
- Pupil with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Definition of Special Educational Needs:

A pupil is considered to have special educational needs if he or she has a learning or behaviour difficulty, which calls for a special provision to be made for them outside of normal teaching practice.

Pupil have a learning difficulty if they:

- Have difficulty accessing the curriculum compared to the majority of pupil of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for pupil of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.
- Pupil 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:

That pupil have educational provision, which is additional to, or otherwise different from, the educational provision made generally for pupil of their age in mainstream schools, other than special schools, in the local area.

Provision at Jubilee ensures that pupils:

- Are Identified and monitored at the earliest possible stage.
- Pupil with Special Educational Needs have their needs met within an inclusive setting.
- All staff are aware of the procedures for identifying pupils with Special Educational Needs.
- All teaching staff are informed of current developments and new legislation by the SENCO and have access to Special Educational Needs in-service training.
- There is involvement with parents at the earliest stage.
- There are adequate records, which are clear, factual and up-to-date.
- A record of all pupil with Special Educational Needs is kept by the SENCO.
- There is equal access to the curriculum and equal opportunities for all the pupil with Special Educational Needs.
- The needs of all Special Educational Needs pupil are catered for in positive way.
- There is liaison with external agencies such as Inclusion Support, speech therapists, medical services and social services so that agencies can participate in the review process.
- Any relevant advice or information is passed on to class teachers and learning support assistants by the SENCO.
- Governors are made aware of our school's Special Educational Needs Policy.
- Interventions for each pupil are reviewed regularly to assess their impact and the pupil's progress.
- The views of the pupil, their teachers and their parents are included in the review process.

Inclusion Aims:

In compliance with various acts relating to inclusion and Special Educational Needs and regards to the Code of Practice, the Governing Body in conjunction with the Executive Head Teacher will ensure that all pupil will:

- Be offered an education, which offers equal opportunities regardless of individual differences.
- Have access to a broad and balanced curriculum, including National Curriculum, which is differentiated according to individual needs.
- Be assessed using suitable materials.
- Be supported within the resources available and provided within the school.
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.
- Have their needs monitored and evaluated with programmes of work documented and records maintained.
- Have their needs reviewed at least 3 times per year.

SENCO Role

Named SENCO's – Sarah Dolman (released 1 day a week) and Dorothy Murphy (Non-classed based)

The SENCO's are responsible for:

- Overseeing the day-to-day operation of the SEN policy.
- Coordinating provision for pupil with special educational needs.
- Liaising with and advising fellow teachers.
- Managing learning support practitioners.
- Overseeing the records of pupil with special educational needs including a record of pupil involved with external agencies and those with a statement/Education, Health and Care plan.
- Liaising with parents of pupil with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.

- Monitoring and evaluating work regarding special educational needs.
- Be responsible for care plans.
- Direct LSP/A staff and interventions.
- Holds annual reviews for pupils with statements/Education, Health and Care plans.

Management:

The Head of School has responsibility for the day-to-day management of provision for pupil with SEN. The Head of School keeps the governing body fully informed and works closely with the SENCO.

The SENCO has responsibility for the day-to-day operation of the school's SEN policy and for coordinating provision for pupils with SEN. This is outlined in the school provision map.

All teaching and non-teaching staff are involved in the development of the SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN. They are responsible for providing a differentiated curriculum, which ensures SEN pupil make good progress.

The SENCO's will feedback to the senior management team about issues regarding special educational needs within the school. The SENCO's will attend regular management meetings along with key stage coordinators and core post holders.

Role of the Governing Body:

The governing body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special Educational needs.
- Ensure that where the LEA has informed the Head of School that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the pupil receiving the special educational provision that their learning need calls for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with special educational needs.
- Have regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

Admissions:

Jubilee has it's own admissions policy which can be found on our website.

All pupils are fully integrated members of the school irrespective of: social background, physical disabilities, academic abilities or cultural background

Resources:

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupil with statements of special educational needs/Education, Health and Care plans. The Executive Head Teacher informs the governing body of how the funding allocated to support SEN has been employed.

SEN money is used in the following ways:

- SENCO's non-contact time
- Management point for SENCO
- Learning support practitioners who support pupils with SEN.
- SEN resources, equipment, materials, books, IT and software.
- Specialised SEND equipment.
- Minor adaptations to premises or furniture to aid inclusion.

SEN money is supplemented by the school budget to meet the schools' standards for provision.

Assessment and Review:

Pupil with special educational needs who have attended a nursery class, playgroup or other early educational setting should have had their needs already identified. Some may not. Therefore, we are aware that any pupil admitted in the reception class may have unidentified special educational needs. The same applies to pupils who transfer from another school to Summerhill.

If a pupil has an identified special educational need when they start Primary School, the Head of School, SENCO, and the pupil's class teacher will use information arising from the pupil's previous educational experience to provide starting points for the development of an appropriate curriculum for the pupil. From this information they will:

- Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class.
- Use the curricular and baseline assessment processes to allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that on-going observation and assessment provide regular feedback to teachers and parents about the pupil's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.
- Liaise with agencies if necessary.

At Summerhill, provision for pupil with special educational needs is a matter for the school as a whole. All teachers are teachers of pupil with special educational needs.

The early identification for any pupil who may have special educational needs is very important. The earlier the action is taken, the more responsive the pupil is likely to be, and the more readily intervention can be made.

Teachers at Jubilee work on a process of planning, teaching, assessing and reviewing, which takes account of the wide range of abilities, aptitudes and interests of the pupil. Teachers make provision for curriculum differentiation, curriculum adaptations, and pastoral or disciplinary procedures dependent on the individual pupil's strengths or weaknesses. We aim to use a variety of approaches to maximise the achievement of all pupils.

These arrangements apply to all pupils and are not part of special educational provision. Differentiation of learning activities enables teachers to meet the needs of their pupils and the majority of pupil will learn and progress within these arrangements. The progress of individual pupil is recorded in line with Jubilee's assessment policy and this will highlight pupil who are not progressing satisfactorily even though the teaching style has been differentiated.

If a class teacher feels that the pupil is not learning as effectively as possible, they consult the

SENCO to consider what else might be done. The SENCO and class teacher will review the strategies that are already used and consider how these might be developed. The review may lead to the conclusion that the pupil requires help, which is additional, or different from that which is normally available within the particular class. Consideration will then be given to helping the pupil through school provision.

Pupil all progress at different rates and a judgement has to be made as to what is reasonable to expect a particular pupil to achieve. However, further action will be required when the current rates of progress are inadequate.

School provision:

Intervention through school provision will be triggered if a pupil:

- Makes little or no progress even when teaching approaches are targeted at a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not solved by the behavior management techniques usually employed by the school.
- Has sensory or physical problems, and continues to make little progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Is supported by SALT.

The Class teacher then seeks the support of the SENCO. Parents must be informed that special education provision is being made because their pupil has SEN. This is done in one of the following two ways:

- The class teacher discusses it with the parents.
- The parents are given a letter from the SENCO explaining that special educational provision is being made.

or

- The class teacher gives the letter to the parent.
- The parents are invited to meet the SENCO and a copy of the parent's guide to special educational needs is given to them.

Together the SENCO and the class teacher collect all available information about the pupil including information from the parent. The SENCO takes the lead in further assessment, plans future support for the pupil in discussion with colleagues, monitors and reviews the action taken. The action may include extra support, additional resources or equipment or the introduction of more effective strategies. The additional support for pupils with special educational needs is outlined within the school provision map.

An Individual Education Plan will then written by the SENCO and the class teacher for pupils with additional adult support. The IEP will include:

- The level of SEN (e.g. School provision - Education, Health and Care plan).
- The nature of the difficulty.
- The short-term targets set for the pupil (a maximum of three)
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed and what resources are needed.
- Student contributions
- Outcomes (to be recorded when the IEP is reviewed)

The IEP should only record what is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all pupil. The IEP will be discussed with the pupil and the parents. The IEPs will be reviewed at least three times per year.

The review process is as follows:

1. The SENCO sets a timetable of when she will meet with class teacher to review the IEPs of all the pupil. Money is taken from the budget to pay for a supply teacher to cover the class teachers. Prior to the review date, learning support practitioners are asked to test the pupil on their IEP targets and record the information. The learning support practitioners also seek the views of the pupils on their progress.
2. During the review, SENCO and class teacher review the targets of the pupil in the class and set new targets.
3. The class teacher or the Learning Support Practitioner will then share the new targets with the pupils and records their comments on the IEP.
4. Following the review, SENCO invites the individual parents of the pupil with special educational needs that have been reviewed to attend a meeting. During this meeting, the views of the parents are sought and recorded and their new targets are shared with the parents. The parents are given a copy of the IEP. The SENCO suggests ways that the parents may help at home and gives any resources that may be of use.
5. If the parents fail to attend the meeting, the SENCO will send them a copy of the IEP via the pupil. If the parent does not attend two consecutive reviews, the SENCO will send them a letter explaining the importance of working in partnership with the school to support their pupil and give them another appointment.

School provision with involvement from external agencies:

A decision may be made at the review to take action on the behalf of a pupil through additional involvement from external agencies. The triggers for additional agency input are if the pupil:

- Despite receiving an individualised programme and/or concentrated support under school provision, the pupil continues to make little or no progress in specific areas over a long period.
- Continues working on National Curriculum levels substantially below that expected of a pupil of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Have emotional or behavioural difficulties, which substantially or regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behavior management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- A pupil is assessed against LA criteria.

The SENCO contacts, liaises and arranges the support from external support services, both those provided by the LA and by outside agencies, would usually see the pupil, in school if that is appropriate. They will advise teachers on new targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of the pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. If required, the SENCO and the class will then set an IEP with the new targets and strategies

This IEP will be reviewed in the same way as those for the pupil with a statement or Education, Health and Care plan.

If a pupil demonstrates significant cause for concern, the school and its agencies will make a request for an Education, Health and Care plan to the LEA. In the first instance a Community Assessment Meeting (CAM) will be arranged for all the professionals involved with the pupil to discuss the current support and progress with the parents and pupil. The LEA will request evidence that strategies have been implemented for a reasonable period of time without success and that alternatives have been tried. If all parties agree at the CAM that the Education, Health and Care Plan is still necessary, the SENCO will submit an application to the LEA.

The school will need to provide evidence of or information about:

- The school's action through school provision including the school's provision map and intervention history.
- Individual education plans for the pupil.
- Record of regular reviews and their outcomes.
- General information about the pupil 'All about Me' profiles.
- The pupil's health including the medical history where relevant.
- National Curriculum levels and assessment data .
- Education and other assessments e.g. form an advisory specialist support service or an educational psychologist.
- Views of the parents and the pupil.
- Involvement of other professionals and copies of any reports.
- Any involvement by the social services or educational welfare.
- Records of staff training.
- Records of meetings or support for parents.

The LA will then consider whether an Education, Health and Care plan is necessary.

Curriculum:

All pupil have an entitlement to a broad and balanced curriculum, which is differentiated.

Pupils with special educational needs are often supported by Learning Support Practitioners. This may consist of in-class support or withdrawal from class to work individually or in small groups. The amount of support given depends on the needs of the pupil. As a guide, pupils may receive between twenty minutes and sixty minutes support per week.

Individual Education Plans, which employs a small step approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupil experience success.

Teachers select appropriate resources and materials for the individual needs of the pupil in their class and organise their classrooms to enhance the learning environment.

Integration:

At Summerhill, we believe that every pupil, irrespective of gender, age, ethnicity or disability, has an equal right to be included as a valued, respected and equal member of the learning community. i.e differentiate the curriculum and obtain appropriate resources to cater for the diverse needs of pupils. We encourage social integration by operating an assertive discipline policy, carrying out circle time activities and nurture groups. Learning Support Practitioners support pupils in-class so that the curriculum is accessible for all pupils.

Complaint:

In the first instance, any concerns parents have should be discussed informally with the class teacher or SENCO. The concern will be recorded on a parental contact form. If the concern is not resolved, parents may raise the matter with the Head of School. If parents they can follow the complaints policy which can be found on the school website..

A complainant who is still dissatisfied after these arrangements have been exhausted will be able to complain to the Secretary of State for England. More details regarding this procedure may be obtained from the school's complaint policy.

INSET:

Staff are made aware of training opportunities via LA bulletins and Inclusion Support publications. A request form is submitted to the Head of school if they wish to attend a course, who liaises with the SENCO. The SENCO will then arrange INSET training as required. Any training required from Inclusion Support will be requested by the SENCO at the School Agreement Plan meetings held twice a year.

New staff will be introduced to the SEN policy, resources, records and procedures by the SENCO.

External Support:

External support services play an important part in helping staff at Jubilee to identify, assess and make provision for pupils with special educational needs. We work in partnership with the providers of these services.

LA Support Services:

The school uses the following:

- Specialist teachers of pupils with hearing, visual and speech and language impairment Special Needs. Advisory Teacher for language (SENATL)
- Special Needs Advisory Teacher for behaviour (SENATB)
- Educational Psychologist
- EMAG
- Pupil Referral Unit
- Health Services
- Occupational therapists
- Physiotherapists
- School nurse and specialist nurses
- Pupil and Adolescent Mental Health
- Services Social Services

External Relations:

Inclusion Support - A School Agreement Plan meeting is held twice a year with the SENAT(I), SENAT(B) and Educational Psychologist to discuss pupil that they are involved with. At the meeting, the SENCO discusses any other pupils who we would like advice about. If the school requires support at School Action level, an IS1 is completed. If the school requires support for behavioural problem then a consultation request form is completed. For requests for support from other agencies, the SENCO will complete the appropriate referral forms.

Parents:

At Jubilee we aim to develop, positive and constructive relationships with parents. We believe that parents have a critical role to play in their pupil's education and we value the contributions of the parents of pupil with special needs. Parents will be informed immediately if their pupil is recognised as having a special educational need by the class teacher and via a letter from the SENCO. They will also be invited to meet the SENCO to discuss their pupil's needs.

Parental permission will always be sought by school before referring the pupil to other agencies. Parents are invited to each review of their pupil's IEP via a letter. They are given an appointment time but the time will always be rearranged if they inform school that it is not convenient.

Transition Arrangements:

When a pupil begins in Reception, every effort should be made to obtain nursery records and liaise with the SENCO from nursery schools regarding information on pupil who have already been identified as having difficulties. When pupils transfer from other Primary Schools to Summerhill, records must be obtained from the previous school to ensure continuity in the special educational needs provision. Similarly, if a pupil with special educational needs transfers from Jubilee to another Primary school, records will be passed on and liaison with the SENCO will take place if appropriate.

Secondary Transfers - visits to secondary schools are to be encouraged. Year 6 teachers will, wherever possible meet staff from High schools. The SENCO will be involved whenever appropriate. As necessary, information and records will be passed on to secondary schools.