

# Cunningham Hill Junior School Governing Body



Document:	SEN Policy
Agreed by:	CHJS Governing Body
Date agreed:	October 2015
Signed:	<i>Wendy Cooper</i>
Date reviewed:	Oct 2018
Signed:	<i>Rondi Allan</i>
Next review date:	Oct 2019



**CUNNINGHAM HILL  
JUNIOR SCHOOL**

**Special Educational  
Needs Policy**

Agreed October 2015  
by the Governors' Curriculum Committee

The Special Educational Needs Co-ordinator (SENDCo) is Mrs Lucy Pegg. Mrs Pegg is one of the school's Assistant Headteachers and has achieved the National Award for SEN.

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The school governor with responsibility for SEND is Gary Jones.

## **PURPOSE**

This policy has been written to complement our School Aims, the SEN and Disability Act 2001 and the Index for Inclusion 2000. The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stages 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Cunningham Hill Junior School believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their full potential and the five outcomes of Every Child Matters. Many pupils with Special Education Needs (SEN) may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

At Cunningham Hill Junior School we have children with a wide range of needs; children with specific and general learning difficulties, children with speech, language and communication difficulties, children with emotional, social and behavioural difficulties, perceptual difficulties, sensory difficulties, physical difficulties and children with medical needs and disabilities.

## **AIMS**

Cunningham Hill Junior School aims to provide all pupils with strategies to support their needs in an encouraging environment, and to give them meaningful access to the National Curriculum.

In particular we aim to:

- raise the achievement and success of **all** pupils;
- raise the aspirations and expectations for all pupils with SEND;
- promote individual confidence and a positive attitude;
- recognise the importance of early intervention, identifying and responding early to a pupil's special educational needs, assessing, recording and regularly reviewing their progress and needs;
- ensure all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated;
- recognise the significance of teaching and learning styles in overcoming barriers to learning;
- involve parents/carers in planning and supporting at all stages of their child's development;
- work collaboratively with parents, other professionals and support services;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is possible.

## **RELATIONSHIP TO OTHER POLICIES**

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy. It should also be read alongside the SEN Information Report.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The four broad 'areas of need' (as outlined in the Code of Practice 2014) are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

The Code of Practice states

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Cunningham Hill Junior School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils. The benefits of early identification and making effective provision have been proven to improve the long-term outcomes for the child. There are a number of ways a child may be identified as having special educational needs.

- The school assesses each pupil's current skills and levels of attainment when they start in Year 3, alongside records received from Key Stage 1.
- Regular assessments of progress are made for all pupils and any child making less than expected progress in relation to their age and individual circumstances is then investigated further. This can include progress in areas other than attainment, for example with wider development or social needs.
- Teachers and teaching assistants, alongside the Special Educational Needs Co-ordinator (SENCo), use their experience and professional expertise to identify learning needs and suggest appropriate action.

## **GRADUATED APPROACH**

Cunningham Hill Junior School follows a graduated approach to SEN Support, as set out in the Special Educational Needs and Disability Code of Practice: 0-25 (6.37-6.56).

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Where a pupil is identified as having SEN, the support provided takes the form of a four-part cycle known as the graduated approach: Assess-Plan-Do-Review.

As part of this approach, some children will have a Support Plan for SEND put in place. These plans set out the child's identified needs, their strengths and the provision in place for them. This is written with parents and the child so that it is a document created together. It is reviewed with the child and parents every term, or sooner if there is a need for this.

## **ROLES AND RESPONSIBILITIES**

Provision for children with SEND is a matter for the school as a whole. It is the class teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff in the school are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs as part of a graduated approach.

The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor), who has a particular focus on this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the Governing Body informed about SEND issues, alongside the SENDCo;
- working closely with the SENCo within school;
- ensuring all staff are aware of the need to identify and make suitable provision for pupils with SEN;
- managing the SEND budget, with reference to the SENDCo and ensure the Governors are kept informed of this;
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors.

The **Governing Body** will ensure that:

- SEN provision is an integral part of the School Improvement Plan;
- all necessary provision is made for any pupil with SEND;
- pupils with SEND join in the school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they report to parents on the implementation of the school's SEND policy;
- they have regard to the requirements of the SEND Code of Practice 0-25, 2014;
- parents are notified if the school decides to make special educational provision for their child;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND;
- the quality of SEND provision is regularly monitored through school visits, discussion with the SENDCo and Headteacher and feedback from children and parents;
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Special Educational Needs Co-Ordinator (SENCo)** is responsible for:

- overseeing the day-to-day operation of this policy within the school;
- ensuring that an agreed, consistent approach is adopted by all members of staff;
- monitoring and supporting identification and progress of children with SEND;
- ensuring all staff in the school are made aware of any necessary information relating to the supervision of pupils and supporting them in relation to behaviour management, eg. MSAs.
- carrying out or organising assessments and observations of pupils;
- maintaining the school's Inclusion Register and records;

- ensuring effective liaison with parents of pupils with SEND takes place, so that they are aware of the strategies that are being used and are fully involved in the process;
- identifying professional development needs of all staff and organising/leading appropriate INSET;
- liaising with outside agencies, arranging and attending meetings, and providing a link between these agencies, class teachers, pupils and parents;
- completing requests for Education, Health and Care Plan assessments, outside agency support or Exceptional Needs Funding;
- keeping informed of any new documentation and informing staff;
- supporting class teachers in provision mapping and writing of SEN Support Plans, including setting of SMART targets where relevant;
- supporting good practice in the classroom, in using a range of teaching and learning styles;
- advising on appropriate resources and materials for use with pupils with SEND and on the effective use of personnel in the classroom;
- management and organisation of Teaching Assistants across the school, working with SEN pupils;
- ensuring Support Plan targets are reflected in teachers' daily/weekly planning;
- organising resources available to support learning, including ICT;
- termly check of class SEN folders.

**Class Teachers** are responsible for:

- early identification of pupils with SEND;
- including pupils with SEND in the classroom and all school activities, wherever possible;
- providing an appropriately differentiated curriculum, drawing on support from the SENCo for appropriate strategies to support inclusion;
- monitoring SEND pupils and identify/ track their progress towards reaching their full potential in terms of learning and social and emotional development;
- writing of Support Plans and provision mapping, with support from SENCo;
- giving feedback to parents of pupils with SEND;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND;
- keeping the SENCo informed of updates for pupils with SEND;
- providing Teaching Assistants with clear and specific guidance for working with pupils with SEND;
- setting SMART targets for pupils with SEND;
- ensuring Support Plans are reflected in daily/weekly planning;
- using a range of teaching and learning styles in the classroom to best support the needs of the children;
- use of appropriate resources and materials for pupils;
- maintenance of class SEND folder.

### **Teaching Assistants** should:

- be fully aware of this policy and the procedure for identifying, assessing and making provision for pupils with SEND;
- following teacher guidance, support children's needs in and out of the classroom.
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

### **Staff and Governor Training**

Staff and Governor training is updated by making full use of courses provided by the Education Authority and INSET provided from other agencies or the SENCo. The needs are identified by the individual, the SENCo, the Senior Leadership Team and through the School Improvement Plan. The school's Appraisal system assists in highlighting training needs for CPD.

### **ARRANGEMENTS FOR COMPLAINTS**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the School's complaints policy.

### **ARRANGEMENTS FOR MONITORING AND EVALUATION**

The success of the School's SEN policy and provision is evaluated through school self-evaluation and reporting activities, including:

- monitoring of classroom practice by the SENCo, Subject Leaders, Senior Leadership Team (SLT) and Governors;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- termly pupil progress meetings;
- half-termly reviews of particular children who have been a cause for concern;
- value-added data for pupils on SEN Register;
- the School Improvement Plan, which is used for planning and monitoring provision in the school;
- visits from LA personnel and Ofsted inspection arrangements;

- feedback from parents and staff, both formal and informal, following meetings reviewing Support Plans and targets, revising provision and celebrating success;
- feedback from pupils.

## **WORKING IN PARTNERSHIP WITH PARENTS/ CARERS**

The school has an 'open door' policy to enable good communication between home and school. There is a 'Meet the Teachers' evening at the start of every year as well as three consultation evenings per year, an annual written report and termly class Curriculum letters.

- Some pupils with SEND may have Home/School Link books to ensure good communication on a daily/weekly basis.
- Teachers make contact with parents whenever there is a concern about a pupil. All teachers take parents'/carers' views and concerns regarding their children's education seriously.
- Parents/carers of pupils with SEND are informed by the class teacher as to the nature of the need and the level of graduated response. When a Support Plan is written, the parents/carers are invited to discuss and agree the targets as well as recording their own involvement in them. When the Support Plan is reviewed, a meeting is arranged between the class teacher, pupil and parents/carers to discuss progress made and to set future targets. The SENCo may be present at these meetings if specifically requested by the parents or teacher.
- Annual Review Meetings for pupils with an Education, Health and Care Plan are arranged and co-ordinated by the SENCo, in discussion with the class teacher.
- Parent/carers are always asked permission before referrals to any external professionals, unless there is a Child Protection issue.
- Parents have a responsibility to communicate regularly with the school to alert staff to any concerns; and to fulfil their obligations as set out on the Home/School Agreement.

## **PUPIL PARTICIPATION**

All pupils are made aware of their targets. Pupils with Support Plans are encouraged to contribute to the document, consider their strengths and weaknesses, and attend the review meeting with their teacher and parents/carers. Pupil voice is sought in a number of ways, including: self evaluation, questionnaires on aspects of the curriculum and provision received.

## **SUPPORT SOURCES**

The school does not have a specialist unit attached, but works in partnership with a wide range of support services through the LEA, together with other agencies. These include:

- ❖ Educational Psychology Service
- ❖ Parent Support Worker
- ❖ Social Services
- ❖ Specialist Advisory Service
- ❖ School Nurse
- ❖ SpLD Base
- ❖ Visual Impairment Team
- ❖ Hearing Impairment Team
- ❖ Speech & Language Therapists
- ❖ Hertfordshire Counselling Service
- ❖ St Albans Bereavement Network
- ❖ Links Outreach Support
- ❖ CAMHS

## **PARTNERSHIP WITH OTHER SCHOOLS**

The school liaises closely with Secondary schools to ensure the easiest possible transition from primary through to the secondary phase. In Year 6, the Year 7 tutor and/or the SENCo visits the school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year 6 teacher and/or the SENCo discuss each child plus relevant information is passed on. All records (assessments and SEN records/Support Plans) are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded promptly to ensure minimum disruption.

## **ADMISSION ARRANGEMENTS**

The school follow LEA and agreed admission and equal opportunities policies with regards to pupil admissions to the school. It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

## **BUILDING ADAPTATIONS/SPECIAL FACILITIES**

There are a number of areas in the school where group work or 1:1, counselling, parental interviews/consultations can take place and which the support services can use.

The school is built on one level with access for wheelchair users. There is a wide disabled toilet for pupil/ adult use.

**Date established by governing body:-**

**Approved by Governors' Curriculum Committee on:**

**Date for review:**

Oct2018

### **Acronyms**

CAMHS – Child and Adolescent Mental Health Services

CPD – Continued Professional Development

ICT – Information Communication Technology

INSET – In Service Training

LEA – Local Education Authority

SEND – Special Educational Needs & Disability

SENCo – Special Educational Needs Co-ordinator

SpLD – Specific Learning Difficulties

SMART – Specific, Measurable, Achievable, Realistic, Time relevant