



## **POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITIES**

**November 2018**

***This policy accepts the definition of Special Education Needs and Disabilities (SEND) as set out in the Revised Code of Practice:***

*A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than most others of the same age, or*
- 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 or mainstream post-16 institutions*

*High quality teaching that is differentiated and personalised will meet the individual needs of most children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational needs provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

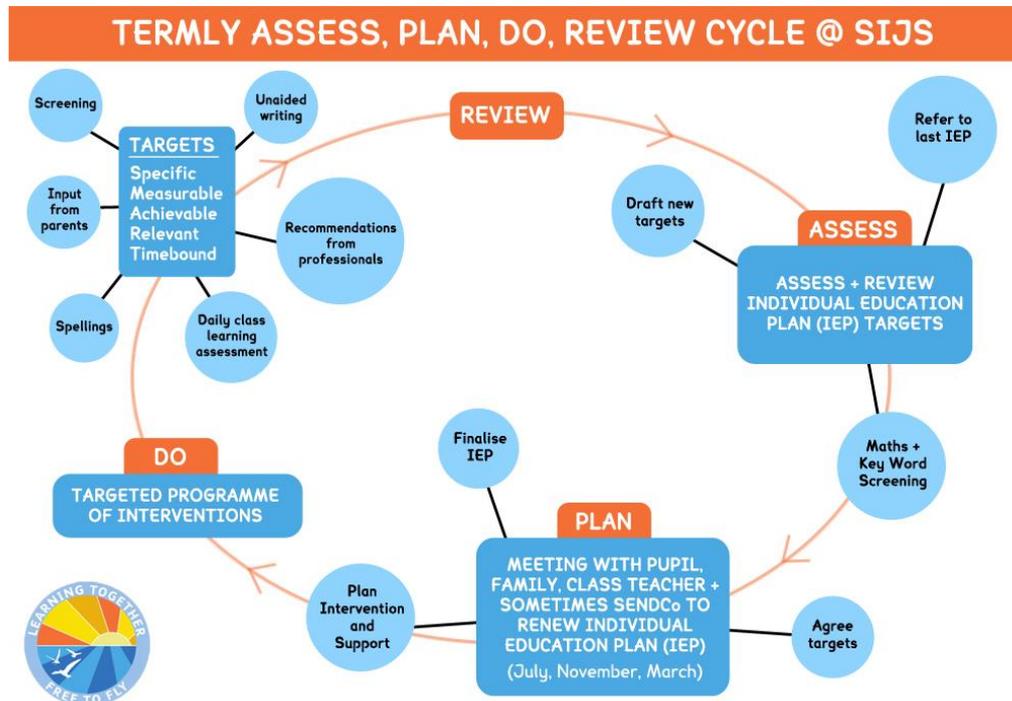
The 'responsible person' for SEND is **Ms Ruth Davey** (Headteacher). **Mr Lawrence Ford** is the SEND Governor. The person co-ordinating the day to day provision of education for pupils with special educational needs is **Ms Heather Wilson** (SENDCo).

All the teachers in the school are teachers of children with special educational needs. St. Ives Junior School adopts a 'whole school approach' to special educational needs, underpinned by quality first teaching. School staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

## The curriculum and inclusion

The National Curriculum is taught to all pupils. Where pupils have special educational needs or disability (SEND) a graduated response will be adopted. The school will make full use of classroom and school resources before drawing on external support. The school matches provision for pupils with SEND to the nature of their individual needs. The class teacher and SENDCo keep regular records of the pupils' needs, and identified actions and interventions are rigorously monitored. Class learning is differentiated to reflect the needs of pupils. Ability grouping is not default practice at the school, so a ceiling is not placed on the pupils' outcomes. Groupings are flexible and changed regularly. Pupils are given additional support by the class teacher and / or teaching assistant based on prior assessment. Oral rehearsal and talk is key in the SIJS EPIC Curriculum (Exciting, Personal, Innovative, Challenging) and this emphasis on talk and paired learning enables pupils with SEND to have high learning aspirations and ensures all pupils are fully involved in class learning. Lessons are planned to address identified areas of difficulty and strategies and interventions actively seek to enable pupils to be successful, removing both actual and potential barriers to learning.

Teachers are accountable for the progress and achievements of the pupils in their class, which includes the targeting of additional support from teaching assistants or specialist staff. Regular training is in place for all staff to increase the knowledge of specific special educational needs reflecting the ever-changing and complex level of need amongst pupils in school.



In deciding whether to put in place special educational provision, the teacher and SENDCo consider all the information gathered from within the school about the pupil's progress, making comparisons to national data and national rates of progress. This includes regular high quality, accurate daily formative assessment. For higher

levels of need, SIJS draws on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents/carers which are structured in such a way that they develop an in-depth understanding of the pupil's areas of strength and difficulty, the parents'/carers' concerns, the agreed outcomes for the child and the next steps. A record of these meetings is dated in the pupil's SEND file.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments.

### **Records**

Each child on the Record of Need has an individual file, which is kept securely in the office at all times. These records are readily available to parents/carers on request.

In the file a record is kept of:

- assessments from external professionals – name and dated,
- a record of all meetings held with parents/carers (IEP review meetings, parental consultations and additional meetings with professionals),
- a record of any changes made to a child's placement on the Record of Need in consultation with parents/carers,
- a summary of provision identifying the pupil's needs and the strengths both in and out of school,
- termly Individual Education Plans and progress charts detailing intervention and progress towards targets,
- a copy of writing assessments,
- reports of any assessment and intervention by external agencies,
- annual summative assessment results.

Where a pupil has an Education, Health and Care Plan (EHCP), the local authority must review that plan at least every twelve months. The school co-operates with the local authority in the review process and, as part of the review, the local authority often requires schools to convene and hold annual review meetings on its behalf.

### **SEND Support and external agencies**

SIJS provides a graduated approach to SEND and the differentiated support is clearly described in the SIJS SEND Information Report. When a child is placed at SEN Support and progress against targets remains slow, external agencies may be used in providing accurate assessments and support to SIJS staff to meet the needs of the pupil and accelerate progress. The school will always contact parents/carers when an external agency works with their child.

The external agencies used at SIJS are:

- \* Educational Psychologist
- \* Occupational Therapist

- \* Speech and Language Therapist
- \* Visual support team
- \* Hearing support team
- \* Cognition and Learning team
- \* Autism Team
- \* Physical and Medical Needs Advisor

These external agencies provide support by

- providing an accurate assessment of current need
- providing support to class teachers and TAs
- withdrawing pupils from class for specific intervention
- advising on resources, equipment and the use of technology
- providing training to staff

The school also uses provision to support pupils with specific emotional needs. Whilst not necessarily a specifically SEND related issue, there is often an overlap in support with many shared strategies.

- CAMHS (Child and Adolescent Mental Health)
- Penhaligon's Friends (Bereavement support)
- Family Plus
- Hayle Family Centre
- Early Help Hub (including Family Support Workers)

### **Identification and assessment of Special Educational Needs**

Class teachers, supported by the senior leadership team, systematically assess pupils with regular summative assessments and mid-year and end-of-year formal assessments in reading, maths and grammar, punctuation and spelling. Rigorous, daily formative assessment, including the use of regular developmental feedback, enables teachers to meet pupils' needs.

Special Educational Needs can be identified at any age and movement onto SEN Support is flexible. Pupils do not always remain on the Record of Need throughout their time in education. Parents/carers know their children best and the school places importance on their views. It is key that all professionals listen and understand when parents express concerns about their child's development. The school also listens to and addresses any concerns raised by children and young people themselves through termly IEP review conferencing.

Children with special educational needs are identified and placed on the record of need as a result of:

- discussion with parent/carer and teacher
- mid-year and end-of-year assessments
- day to day assessment and interaction with children
- key word screening (first 300 words)
- maths objective screening (years R-Y3 objectives)

- Dyslexia screening test (junior) – used by SENDCo

An Individual Education Plan (IEP) is written by the teacher with the pupil and parent/carer, and with guidance from the SENDCo. Progress towards the targets on the IEP is recorded on the 'Progress Chart'. All adults working with the pupil will record the child's progress towards their target (class teacher, TA, 1:1 teacher – if appropriate)

IEP review meetings are held at regular intervals throughout the year (July, November and March). Additionally, pupils with an Education, Health and Care Plan (EHCP) will have an annual review where the appropriate external professionals are invited to attend and/or contribute to the review process. Before the review meeting with parents/carers, the pupil, teacher and TA meet to discuss the targets. When appropriate, the SENDCo of the Secondary School is invited to review meetings as part of the transition process.

The school allocates resources by considering numbers and need at SEN Support in a class, SENDCo assessments and teacher and Headteacher recommendations.

### **Arrangements for the Treatment of Complaints**

The procedure for managing complaints is:

- i) Parent/carer to approach class teacher
- ii) Teacher to refer parent/carer to Headteacher
- iii) Headteacher to involve SENDCo and all those involved with child's education
- iv) Arrange meeting with parents/carers as soon as possible

### **Staff professional development**

The performance of pupils with SEND is evaluated at annual performance management review meetings with the Headteacher.

- Annual SEND update in whole school annual review – September
- Staff training September – writing IEPs and provision
- TA training – at least twice every half term

Recently, external agencies involved in the training of SIJS staff, are:

- Educational Psychologist
- Occupational Therapist
- Hearing Support Advisor
- Cognition and Learning Service (Dyslexia)
- Physical and Medical Needs Advisor
- Trauma Informed Schools Training

### **Teaching assistants**

The allocation of teaching assistants in classes reflects both the number of children in the class, and the number of children on the Record of Need. All classes are

allocated at least one teaching assistant in the morning and the majority have one in the afternoon.

Teaching Assistants work under the direction of the class teacher. All children in the class benefit from the deployment of support staff, who support all pupils regularly. If a Teaching Assistant is deployed to work with a child with an Education, Health and Care plan, it is expected that this child is prioritised, although time may be spent away from the child to encourage independence and to provide the child with an opportunity to grapple as part of a group. The Teaching Assistant may also need planning time, time to prepare and make resources and time to liaise with the SENDCo and external professionals.

All Teaching Assistants are given planning time in line with their role. There is regular allocated time during assembly for both planning and liaison with the class teacher.

Teaching Assistants receive training at least twice a half term and there is a TA induction policy.

TAs may be directed to lead spelling, reading and maths sessions, communication and speech intervention, coordination and sensory intervention, dependent on the needs of the child.

### **Intervention programmes – see SIJS SEND Information Report**

#### **Reading and dyslexia:**

There is a range of reading books in 'The Hive' aimed at high interest, low ability readers. The variety of schemes available allows children a choice of reading books, to encourage motivated and self-initiated readers. The 'schemes' include:

- Banana books
- Code
- Project X
- Alien Adventures
- Ladybird early readers
- Orion early readers
- Oxford Reading Tree Phonics
- Read, Write Inc Phonics
- Mr Men
- Little Gems series, Let's Read series, Walker Book series

Children who have difficulties in reading may benefit from coloured overlays. Children who find reading challenging are heard regularly at school and reading at home is monitored.

All pupils are taught spelling 15 minutes daily, following a multisensory phonics programme based on the 'No Nonsense' Spelling scheme. Pupils are taught in a variety of ways, so all spelling learning styles are covered. Memory techniques (CALM PAST REV) are taught specifically in each class at the beginning of the year

and referred to throughout the year specifically to give pupils, who find spelling challenging, a range of strategies to call upon.

With children who are unable to recall the first 300 common words, flashcards or word mats are made up and pupils receive reading intervention daily in school.

#### Sensory Integration Difficulties and Developmental Coordination Difficulties (DCD)/dyspraxia

Children with sensory difficulties and (DCD)/ dyspraxia receive targeted intervention with advice sought from the occupational therapist. Children will have a combination of sensory breaks within lessons to maximise learning and support behaviour difficulties, as well as giving more therapeutic, planned interventions. Other resources to support sensory or dyspraxic needs are

- sloping desks
- variety of pencil grips and triangular pencils
- wobble cushions
- zuma rocker chairs
- variety of therapy balls and resistance materials
- variety of games to support fine motor skills and oral praxis
- ear defenders
- Use of Fun-fit, Sensory Circuits, Ball programme

#### Autism Spectrum Condition (ASC)

Pupils who have a diagnosis of autism (ASC) may necessitate a flexible, individualised timetable. The school currently has pupils who are awaiting a possible diagnosis and many supportive strategies are used despite them not having an official diagnosis.

Some of the strategies used are

- 'safe' spaces
- calming resources
- visual timetables
- task management boards
- idiom and language work
- social story booklets
- see other resources named in Sensory and dyspraxia above

Policy reviewed: November 2018

Policy next to be reviewed: September 2019