



### Purpose

This policy has been written to reflect the changes outlined in the new SEND Code of Practice to be in force from 1 September 2014. The Code of Practice provides practical advice on how to carry out statutory duties to identify, assess and make provision for children with special educational needs (SEN).

In carrying out its duties towards all pupils with special educational needs, in line with the requirements of the **SEND Code of Practice 2014**, Field Court Junior Academy will acknowledge and take into account:

- the views, wishes and feelings of the child and their parents
- the importance of the child and their parents participating as fully as possible in decisions
- the child and their parents being provided with the information and support necessary to enable participation in decisions
- the need to support the child and their parents in order to help the child achieve the best possible educational and other outcomes
- active collaboration with external specialist professionals or support services when additional expertise, resources and advice is deemed beneficial to the child

All children are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We at Field Court Junior Academy believe that each pupil has individual and unique needs.

However, some pupils require more support than others to achieve and we acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils 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.

### Definition of 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 them. A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream school

### Areas of Special Educational Need

Special Educational Needs and provision can be considered as falling under four broad areas:

#### **1. Communication and interaction (C&I)**

Children may have difficulties with one or more areas of speech, language and communication. Specific learning difficulties such as dyslexia or physical or sensory impairment, such as hearing loss, may also lead to communication difficulties. Children with Autism Spectrum Disorder (ASD), including Asperger's syndrome and Autism may also experience difficulties with communication, social

communication, coordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements.

## **2. Cognition and learning (C&L)**

Children with moderate learning difficulties (**MLD**) will learn at a slower pace than others and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills. They may also have other difficulties such as speech and language delay, low levels of concentration and under-developed social skills. These children need more detailed differentiation such as a small step learning, specific programme interventions and more practically-based tasks to support the development of abstract concepts. The level of support required will depend on the severity of the child's cognitive ability and any other associated needs that compound their difficulties in accessing the curriculum. Children with MLD may also need additional support with their social development, self-esteem and emotional well-being.

Children with severe learning difficulties (**SLD**) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may also experience difficulties in mobility, coordination, communication and perception and the acquisition of self help skills. Children with SLD are likely to need support in order to be independent.

Those with profound and multiple learning difficulties (**PMLD**) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. Children with PMLD are likely to need sensory stimulation, a curriculum broken down into very small steps and will require adult support for both educational and personal care needs.

A child with specific learning difficulty (**SpLD**) may have difficulty with one or more aspects of learning. These may include dyslexia, dyscalculia, dyspraxia and/or dysgraphia. Poor behaviour, prompted by particular activities, such as reading or writing, can also be an indicator of SpLD. These children may need support in sequencing, organisational skills and appropriate ICT equipment and software.

## **3. Social, emotional and mental health (SEMH)**

For some children, difficulties with emotional and social development can mean they require additional and different provision in order for them to achieve. Some may have recognised disorders such as attention deficit disorder (ADD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or bipolar disorder. Children with **SEMH** difficulties are likely to require adult help in both structured and unstructured times, active pastoral support and access to external professionals, such as CYPs, where there is a need.

## **4. Sensory and/or physical**

Some children with a visual impairment (**VI**), hearing impairment (**HI**) or multi-sensory impairment (**MSI**) may require specialist support and equipment to access their learning. Children with a physical disability (**PD**) require additional on-going support and equipment to access all the opportunities available to their peers. These children are likely to need ongoing regular support from external professionals and specialist services.

## **Disabled children**

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition. The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer.

Everyone covered by the SEN Code of Practice has duties in relation to disabled children and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled children and young people. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Such children, therefore, may be covered by both SEN and disability legislation.

### Admissions (with reference to Academy status):

- Field Court Junior Academy will ensure that pupils with SEN are admitted on an equal basis with others in accordance with its admissions policy.
- If the school determines that admitting a child would be incompatible with the provision of efficient education, it will notify the LA in writing, setting out all facts in its support for contention, within 15 days of receipt of the LA's notice to name the school in a Statement.
- Where the LA notifies the school that it does not agree with the school's responses & names the school in the Child's Statement, the school will admit the child named in the Statement on the date specified by the LA.
- However, the school can appeal to the Secretary of State for an order directing the LA to reconsider its decision if the school believes the LA has acted unreasonably in its decision.
- The Secretary of State will then determine a final decision, subject only to any Right of Appeal from the child's parent/guardian to the outcome of the First Tier Tribunal.

The school aims to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant, differentiated and demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that the school building, both internally and externally, is accessible to all requirements
- ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

### Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. All staff are responsible for following the school's procedures for identifying, assessing, ensuring appropriate resources and support are in place and regularly monitoring progress and outcomes of individual's needs

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEN issues
- working closely with the SEN personnel within the school
- 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**, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN through:

- maintaining a general overview of SEN throughout the school
- appointing a representative governor (the SEN governor) who takes particular interest in this aspect of the school
- ensuring that SEN provision is an integral part of the school improvement/development plan
- making sure that the necessary provision is made for any pupil with SEN
- ensuring all staff are aware of the need to identify and provide for pupils with SEN
- making certain that pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- reporting to parents on the implementation of the school's SEN policy
- ensuring parents are notified if the school decides to make special educational provision for their child
- being fully informed about SEN issues, so that they can play a major part in school self-review

- setting up appropriate staffing and funding arrangements and overseeing the school's work for pupils with SEN
- regularly monitoring the quality of SEN provision & resources
- the regular updating, development & monitoring of this policy
- ensuring that all of the duties imposed upon governing bodies of maintained schools are honoured & adhered to through Academy status.

The **Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising appropriate school staff
- supporting staff in identifying pupils with SEN
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting the co-ordination of provision for pupils with SEN
- supporting class teachers in suggesting appropriate strategies and targets for Individual Education Plans
- offering advice on the effective use of personnel (TA assistant support) in the classroom or providing/suggesting resources and materials for use with pupils with SEN
- liaising closely with parents of pupils with SEN so that they are aware of the strategies that are being used and are involved as partners in the support of their child
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining and ensuring the school's records of SEN are up to date
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessments
- contributing to the in-service training of staff
- liaising with learning support staff/teaching assistants on SEN matters or pupil support
- ensuring that necessary information, relating to behaviour management and supervision of particular pupils with SEN at lunchtime, is relayed to the Deputy Head or appropriate coordinator for dissemination to midday supervisors
- working with the Headteacher and school governors to ensure the school meets its responsibilities under the Equality Act 2010 and the revised SEND Code of Practice 2014
- liaising with SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEN moderation.

**Class teachers** are responsible for:

- fully including pupils with SEN in their classroom
- providing an appropriately differentiated curriculum where required
- the progress and development of pupils with SEN in their class, even where pupils access support from teaching assistants or specialist staff
- planning lessons to address potential areas of difficulty and to ensure there are no barriers to every pupil achieving
- carrying out regular assessments of progress and where pupils are falling behind or making inadequate progress, provide additional support, targeting areas of weakness
- seeking and acting upon additional advice, if inadequate progress persists, through collaboration with the SENCO and other external professionals on problem solving, planning support and teaching strategies to support inclusion and progress for children with SEN
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- listening and responding to Parental concerns and providing feedback to Parents about SEN support that might be required for a child with SEN needs.

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks, strategies and interventions
- be fully conversant with appropriate resources, teaching strategies and personal learning targets for the child with SEN within their care or support.

**Community Family Support Worker should:**

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- work collaboratively with the SENCO and other members of school staff to provide coordinated, coherent support across education, health and social care to achieve agreed outcomes

**Parents:**

- must be informed if the school considers their child may have SEN
- have the right to contribute to the decision making process about their child's education, including in relation to assessments of SEN, provision for SEN and the way that support is provided for SEN
- must have access to the school's Local Offer in order to know what support is available across education, health and social care from 0 -25 years.

**Children:**

- have the right to express an opinion and have that opinion taken into account.

**Identification, Assessment and Provision**

The identification of SEN should be built into the overall approach to monitoring progress and development of all pupils. At Field Court Junior Academy, each class has a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Where pupils are falling behind or making inadequate progress, they should be given additional support. Where pupils continue to make inadequate progress despite high quality teaching targeted at areas of weakness, the class teacher and other school personnel involved with the child, supported by the SENCO, will assess whether the child has a significant learning difficulty. At all times, the child's parents will be involved in the support process.

In addition to the school, Health Bodies also have a duty in identifying and assessing the needs of a child in their setting who have or may have SEN. Parents, too, have the right to request an assessment for an Education Health and Care Plan (**EHC Plan**) if they believe their child has or may have SEN.

All concerned must use their best endeavours to work together to ensure that provision is made for those who need it.

**Provision**

Field Court Junior Academy will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's infant school years. If the child already has an identified special educational need, this information will be transferred through relevant documentation and the SENCO and the child's class teacher will use this information to provide appropriate ongoing support.

Once a potential special educational need has been identified, the school will adopt a graduated approach to a cycle of four types of action:

**1. Person-centred planning (IPP)**

A clear analysis of a child's needs, pupil progress, attainment, interventions and external support services involvement will be recorded through the school's regularly reviewed (x2 annually), Individual Pupil Profile (IPR) meetings. These review meetings will:

- identify any learning difficulties highlighted through the ongoing assessment process
- provide starting points for the development of an appropriate curriculum.
- identify and tailor support/interventions to the needs of the child
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

- bring together relevant school personnel to discuss and agree together the overall approach
- focus on the child as an individual, not their SEN label.

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.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects. This will establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

## **2. My Plan**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. The child's teacher, SENCO and others involved with the child will consider what else might be done. This review may lead to the pupil requiring help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Where it is decided to provide a pupil with SEN support, the parents must be notified and their views sought on the interventions and support to be put in place.

This stage will be referred to as **My Plan**. The triggers for intervention through **My Plan** will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities, makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not eliminated by the behaviour management techniques usually employed in the school
- has sensory or physical problems and continues to make little or no 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.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

### **Nature of intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- differentiated learning materials or special equipment
- some group or individual support through specified interventions
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies.
- access to LA support services for one-off or occasional advice on strategies or equipment.

### **Individual Education Plans (My plan)**

Strategies employed to enable the child to progress will be recorded within an individual learning plan. **My plan** will include:

- short-term targets set for the child
- teaching/support strategies to be used
- provision/resources to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the plan is reviewed)

- children's views and personal ambitions

**My plan** will only record that which is additional to or different from the differentiated curriculum and will focus upon no more than four individual targets that match the child's needs. The plan will be reviewed and new targets written at the end of Terms 2, 4 and 6. New targets will be sent out to parents in Terms 1, 3 and 5. Parents' views on their child's progress will be sought at each review and wherever possible, the child will also take part in both the review and setting of the targets process. To allow for a settlement period following transition from KS1, a **My Plan** for a Y3 child will commence at the beginning of Term 2 (October).

### **3. My Plan Plus**

Where a child continues to make little or no progress, despite well-founded support, a decision to request support from relevant external services may be taken by the SENCO and other professionals, in consultation with parents, at a review of the child's Plan. At **My Plan Plus** external support services are then able to advise teachers on further short term targets, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and in some cases, provide support, for particular activities.

The triggers for **My Plan Plus** will be that, despite receiving individualised support under **My Plan**, the child continues:

- to make little or no progress in specific areas over the reviewed period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting **My Plan Plus** will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the plan continues to be the responsibility of the class teacher working closely with any teaching assistant or specialist staff involved. The SENCO will support in further assessments, problem solving, the effective implementation of the support in place and liaison between external services, parents and school staff.

### **4. Education Health and Care Plan (EHCP)**

The majority of children will have their needs met within the school's SEN devolved budget and human resources support system but occasionally there are pupils whose special educational needs cannot be reasonably provided from within the resources normally available in the school. The school, or **any other body** involved with the child, can make a request for an assessment of education, health and care needs and prepare an **Education, Health and Care Plan (EHCP)**.

Where a request for an **EHC Plan** is made by Field Court Junior Academy or **any other body**, to Gloucestershire LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. Field Court Junior Academy will provide this evidence through **Person Centred Planning, My Plan** and **My Plan Plus** records.

**EHC plans** must be focused on the outcomes the child seeks to achieve across education, health and care and must set out how external services will work together to meet the child's needs and in

support of those outcomes. **EHC plans** will be based on a coordinated assessment and planning process which puts the child and their parents at the centre of the decision making.

Statutory assessment will not always lead to an **EHC Plan**. Information gathered during the assessment may indicate other ways in which the school can meet the child's needs from within available resources. Following the decision not to grant an EHCP, the LA will notify both the parents and School and parents will be informed of their right to appeal.

Following an agreement to proceed with an **EHC Plan**, the whole process should be completed in 20 weeks. A personal budget will then be identified by the local authority and passed on to the school to deliver all or some of the provision set out in the **EHC Plan**. Parents have a right to ask the local authority to prepare a personal budget and early discussions between parents and the LA should take place once the authority has confirmed that it will prepare an **EHC Plan**. The personal budget can include funding from education, health and social care but will vary depending on the needs of the child.

All children with an **EHC Plan** will have short-term targets set for them that have been established after consultation with parents, child and linked to the objectives identified in the **EHC Plan**. These targets will be set out in an **EHCP Plan** and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the **EHC Plan** will continue to be the responsibility of the class teacher.

### **Annual review of an EHC Plan**

All **EHC Plans** must be reviewed annually and focus on the child's progress towards achieving the outcomes specified in the **EHC Plan**. Reviews must be undertaken in partnership with the child's parents, school staff and all external professionals involved with the child.

An EHC Plan must be reviewed and amended in sufficient time prior to a child moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer.

The SENCO of the receiving school should be invited to attend both the Y5 and Y6 annual reviews of pupils with **EHC Plans**, to allow the receiving school to plan appropriate support, targets and interventions in readiness for an effective, supportive & successful transition to KS3.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class 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 should make an appointment rather than rushing the discussion before or after school. In the event of a formal complaint, parents are advised to contact the Headteacher or a governor if they prefer.

### **Arrangements for monitoring and evaluation**

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

- monitoring of classroom practice by the SLT, subject co-ordinators and SENCO
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- termly monitoring of procedures and practice by the SEN governor
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEN policy
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- 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 to discuss **My Plan, My Plan Plus** and **EHC Plans**

**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.

Information in this policy is taken from Draft Special Educational Needs (SEN) Code of Practice for 0 - 25 years 2014.

Further information can be accessed through the school's Local Offer available on the school's website.

**Approved:** *(the below signatures are proof of policy approval)*

Signed \_\_\_\_\_ Subject Leader Date \_\_\_\_\_

Signed \_\_\_\_\_ Headteacher Date \_\_\_\_\_

Signed \_\_\_\_\_ Governor Date \_\_\_\_\_

*This policy is a working document for the use of all staff and is subject to staff and governor approval.*