

SEN policy and information report

Rise Park Junior School



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Rise Park Junior School our intention is to create a happy, balanced, caring and safe environment in which all pupils thrive and meet their full potential. We aim to work in partnership with parents and outside agencies to provide a high quality education with equal opportunities for all.

The Special Educational Needs and Disability (SEND) reforms came into force on September 1st 2014. The provisions in the Children and Families Act 2014 and the new 0 -25 Special Educational Needs and Disabilities Code of Practice are a significant set of changes which are designed to improve the outcomes of children with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCOs

The SENCOs are Clare Hoddy and Chris Siddle.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCOs to determine the strategic development of the SEN policy and provision in the school

4.3 The head of school

The head of school will:

- Work with the SENCOs and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCOs to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCOs to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

We recognise that moving on can be difficult for all children, but especially for a child with SEN and/ or disabilities and we take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school we will contact the new school's SENCOs and ensure they know about any special arrangements or support that need to be made for your child. We usually hold a transition planning meeting with the new school staff.
- We will ensure all records are passed on as soon as possible.
- When moving classes within the school, information will be passed on to the new teacher in advance. If your child has significant needs, a meeting will be arranged with the new class teacher so that they are well prepared to meet your child's needs.
- There will be a transition meeting between relevant Infant and Junior staff and parents in the summer term before entering the junior school so that transition can be a smooth process for the child and parents.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Lexia
- Speech and Language therapy
- Lego therapy
- Emotional Literacy
- Small group mastery sessions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Lexia, Speech and Language therapy and Emotional Literacy.

Teaching assistants will support pupils on a 1:1 basis when required.

Teaching assistants will support pupils in small groups when appropriate.

We work with the following agencies to provide support for pupils with SEN:

- CAMHS (Child and Adolescent Mental Health Service)
- CAD 5-19 team (Children and Adults with Disabilities)

- Speech and Language Therapy team
- Occupational Therapy team
- Physiotherapy team
- Community nursing team
- School nursing team
- Specialist nursing team
- Educational Psychologist
- ABC Behaviour
- Relate counselling

5.9 Expertise and training of staff

Our SENCOs have achieved the National Award for SEN Co-ordination (NASENCo).

We have a team of learning support assistants, including higher level teaching assistants (HLTA) who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

We are committed to meeting the individual needs of all our learners and will endeavour to provide any equipment and facilities that are required. We will work with external services and agencies as and when required to access resources.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an agreed time period
- Using pupil questionnaires
- Monitoring by the SENCOs
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of lunchtime clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The SENCOs will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. The SENCOs will ensure that staff has relevant training and there are procedures in place to support pupils.

5.15 Complaints about SEN provision

We take all informal concerns seriously at the earliest stage. Should this concern develop into a complaint, complaints about SEN provision in our school should be made to the SENCOs in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

SEND Information and Advice Support Service (SENDIASS)

Havering SENDIASS provides free, impartial and confidential information, advice and support service offering assistance to parents/carers of children with SEND aged 0-16 years and young people themselves 16-25 years.



01708 433885

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/advice.page?id=bJl7xinYnS8&localofferchannel=0#:~:text=To%20contact%20us%20please%20complete,us%20on%2001708%20433%20885.>

5.17 Contact details for raising concerns

Carolyn Fox (Executive Headteacher) – contactable via the school office on 01708 761935

Victoria Botham (Chair of Directors) – contactable via the school office on 01708 761935

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

The Governors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, the named SEN Governor will monitor:

The standards and progress made by pupils with special educational needs and disabilities.

The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group.

The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.

The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.

Case examples selected from all stages of pupils with special educational needs.

The views of parents expressed on stage forms and any complaints received.

Details of visits by external agencies.

This policy and information report will be reviewed by the SENCOs and Directors every year. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions

8. Frequently asked questions

How can I let the school know that I am concerned about my child's progress?

- If you have concerns about your child's progress you should initially speak to your child's class teacher.
- If you are not happy that your concerns are being properly managed and that your child is still not making progress, you should speak to the SENCOs.

How are adults in school supported to work with children with SEND?

- The school has a development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

How will we measure progress of your child in school and how will you be informed?

- Your child's progress will be carefully monitored by the class teacher and SENCOs.
- Every term you will be invited to a review meeting to inform you about how well your child is progressing. New targets will be set for the following term and you will be given ideas about how you can also support your child at home.
- If your child has an Education Health Care Plan (EHCP) you will have a termly meeting with teachers, any LSA who supports your child, the SENCOs and any other external agency who may be involved. Once a year we will hold a formal review of the EHCP to see if it is still relevant or needs amending.

What support do we provide for you as a parent of a child with SEN and/ or disabilities?

- We would encourage you to have a regular dialogue with your child's class teacher so that we know what they are doing at home and we can share what we are doing at school. This is to ensure that we are doing similar things to support them both at home and at school and we can share what is working in both places. This may be a verbal or written conversation.
- The SENCOs are available to meet with you to discuss your child's progress or any concerns/ worries you may have.
- All information from outside professionals will be discussed with you. The SENCOs will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Individual Provision Plans will be reviewed each term.
- Homework will be adjusted as required to meet your child's individual needs.
- A home/ school contact book may be used to support communication.

How is this school accessible to children with physical difficulties?

- The building is accessible to all children with physical disability via ramps or disabled access.
- We ensure that any equipment used is accessible to all children regardless of their needs.
- All of our classrooms are located at ground level.
- Physiotherapists and Occupational Therapists provide specific advice and guidance for specific children.
- The school has a 3 year accessibility plan which is written in compliance with the Equality Plan 2010.

How will this school support my child's medical needs?

- The school nurse will visit the school to provide advice and deliver any necessary training.
- She will also assist the SENCOs to write Health Care Plans.
- Medication is stored securely in the Junior school office or classrooms.
- There is a team of staff who are trained to deliver any on-going or life saving medication as directed by the parents and the school nurse.
- Most staff within the school have current first aid qualifications.

Will my child be able to attend any clubs/ activities and school educational visits?

- This school is an inclusive school and all children are welcome to attend any clubs or activities held on school premises.
- As most of our clubs are run by outside providers you would need to inform them about any specific needs that your child may have.
- Educational visits are properly planned. Risk assessments and procedures are put into place to enable all children to participate.
- Transport, which has disabled access, can be arranged if required.