



SEN Policy

Review cycle: Every 3 Years

Last Review Date: Sep 2020

Next Review Date: Sep 2023

Staff responsible: Mrs S Kalirai, APC

Governor responsible: Lady A Harding

THIS POLICY IS APPLICABLE TO ALL PUPILS, INCLUDING THOSE IN THE EYFS

CONTENTS

	PAGE
1. Definition of SEN	2
2. Admission arrangements	2
3. Objectives	3
4. Roles and responsibilities	3
5. Identification, assessment and provision	5
6. Resources	6
7. Staff development	6
8. Partnership within and beyond the school	6
9. Criteria for success	7
10. Learning Support Student Passport	8
11. Record of Concern Form	9
12. Pupil Profile	10

INTRODUCTORY STATEMENT

At St John's we help each boy to make the most of his talents and interests so that he can grow in confidence and fulfil his potential. Within the security of our school, boys develop an enthusiastic and self-disciplined approach to work and life, which enables them to achieve excellent academic results in a caring environment.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

At different times in their school life, a child or young person may have a special educational need. The Code of practice 2014 defines SEN as follows:

“A child has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- are making less than expected progress given their age.
- have a disability that prevents or hinders them from making use of educational facilities.

The Code of Practice establishes new categories of needs, which fall within a number of broad areas;

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and physical needs

All children, regardless of their individual needs, are valued members of our school community and we aim for all children to experience success, and achievement, and to reach their full potential. We believe that all pupils have the same right of access to the curriculum. SEN support is delivered to all pupils as part of our mainstream curriculum, and is the responsibility of all our teachers. We aim to provide access to a broad and balanced curriculum, but also to offer small group support, or individual help, where children have specific needs.

ADMISSION ARRANGEMENTS AND SPECIAL FACILITIES

The school welcomes all children. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This means any level of SEN, including those with Education, Health and Care Plans and those without. If our school is named on an EHC plan, then we will endeavour to provide suitably for the child concerned. Details of the criteria for admissions can be found in the Admissions Policy Document. Children with physical needs may need extra facilities such as ramps, special toilet facilities, or extra adult support. Such provision would be undertaken in conjunction with the Trust, and admission is subject to there being sufficient funding to meet the child's needs.

The school has an allocated support room where all group and individual teaching is carried out by the SENCO. The room is well resourced with additional computers for SEN and a selection of good quality SEN resources. All SEN records are kept in a locked filing cabinet. There is a telephone for

confidentiality. During Covid 19, all group support is taking place within the form room or in the allocated area for that particular “bubble.”

OBJECTIVES

It is the school’s objective to provide high quality education within a broad, balanced and relevant curriculum so that all pupils can reach their full potential and enhance their self-esteem. We support the key message from the new SEN Code Of practice that “many of the children who are not progressing as expected, or who are falling behind their peers can be supported and have their needs met, through normal teaching and learning strategies, modifications to teaching approaches and to classroom organisation.”

We pay particular attention to these specific areas:

- to identify individuals at an early age who need extra help and attention
- to endeavour to meet the individual needs of **every** child
- to develop a feeling of self esteem within the individual
- to foster an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for **all** children
- to provide for children's individual needs by supporting them in various ways: whole class, small groups and individually
- to monitor closely those with SEN by assessing, planning, doing and reviewing.
- to provide access to and progression within the curriculum
- to work with parents and other agencies to provide support and opportunities for those children with SEN
- to use a variety of teaching strategies which include different learning styles to facilitate meaningful and effective learning for all children

ROLES AND RESPONSIBILITIES

The Head teacher has overall responsibility for policy and practice in respect of children with SEN. He ensures adequate training is provided to all staff and informs the Governing Body of how the funding allocated to support Special Educational Needs has been employed.

The Special Needs Co-ordinator (SENCO) has responsibility for co-ordinating the day-to-day SEN provision. This provision is:

- to work closely with the class teachers, Deputy Head of Academic and The Head teacher
- to assess the children's needs (screening for Dyslexia, reading and spelling ages, processing skills, working memory and ability testing)
- to provide support to children on the SEN Register
- to generate a learning support passport for every child on the SEN register
- to maintain the Special Needs Register
- to monitor the implementation of programmes of work designed for SEN pupils and supporting staff in developing personalized targets
- to ensure there is good liaison with parents and, when required, to meet with parents
- to co-ordinate the involvement of support agencies
- to keep staff informed about new information gained from other agencies
- to attend reviews
- to monitor SEN record keeping and keep under review
- ensures all SEN records are up to date and on the school ISAMs

to identify issues for INSET and resourcing

Heads of Department are responsible for:

- ensuring their Schemes of Work show regard to the SEN policy
- disseminating information provided by the SENCO
- monitoring the provision and progress of pupils with SEN

The Class Teachers are primarily responsible for the children in their classes and:

For identifying a child who is showing significant learning needs.

providing differentiation for children across the ability range. This will include reinforcement for some children and extension activities for the more able.

ensuring that the Head teacher and the SENCO are aware of any children with SEN in their class

involving parents and ensuring a regular dialogue is maintained.

Implementing strategies agreed with the SENCO.

Involve the child as much as possible in achieving the set targets.

Reading all the material handed out by the SENCO.

Acting upon the strategies and resources listed on the student profile sheet.

The pupil is encouraged to take responsibility and to make decisions about their learning. They are involved in the setting of appropriate targets and reviewing them.

The parents must be informed when the school makes the decision to place their child on the SEN register. Most parents are supportive of the school's decision and appreciative of all the extra work that goes into addressing their child's special needs.

Teaching Assistants have a vital role in ensuring all children including those with SEN are supported. They provide support to the class teacher in delivering some aspects of specific targets.

Outside Agencies assist the school when necessary and can be called on for support and advice. Involvement of outside agencies is through the SENCO.

IDENTIFICATION, ASSESSMENT AND PROVISION

When providing support that is "additional to" or "different from" we engage in a four stage process: Assess, Plan, Do and Review.

Assess- this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan-this stage identifies the barriers to learning, intended outcomes, and details of what additional support will be provided to help overcome the barriers.

Do- providing the support with extra assistance/resources for learning.

Review- measuring the impact of the support provided and considering whether changes to that support need to be made. This will involve meetings with all those involved.

The starting point for identification of the needs of individual pupils in all areas of the curriculum is the on-going assessment and record keeping of the class teacher. Progress is monitored and areas of underachievement or concern are identified and appropriate provision made. We are aware that children who underachieve in one area may well be achieving adequately or well in another. As a school we believe that early identification of problems is in the child's best interests. We use a graduated approach to recording and monitoring the child's needs. Regular whole school review meetings are held where individual children are discussed.

Assessment may be carried out by the SENCO using a selection of assessments chosen from the 'Aston Index', lucid Assessment system (Dyslexic Screening Test, processing speed and working memory, Cognitive skills test) and SNAP diagnostic kit.

For ease of identification and monitoring, our school keeps a Special Needs Register with the names of children for whom there is a concern, giving their stage of assessment. This is posted in the staffroom on the SEN Board and held on computer in the Staff shared Area as well as on the school database (ISAMs)

The process of identification of a learning difficulty follow the following process:

1. The class teacher raises concerns during regular review meetings.
2. Differentiated work will be provided in class and class teacher will begin to monitor the progress of the child.
3. The class teacher will complete a Record of Concern Form (ROC) including the strategies being used and the differentiation that has been put in place.
4. If even after this in class support, progress is still slow and the child is still showing difficulties, the SENco will be asked to carry out screening using a selection of assessments.
5. The child may be placed on the school's SEN register at this stage at either M for monitoring stage or SEN for support stage. The parents will be invited to discuss the findings.
6. The child will then be provided with interventions that are different from or additional to those that are part of the school's working practices which may include small group or one to one help either by the SENco or a TA.
7. The class teacher and the SENco will meet with the parents to inform them of their findings and may ask for further home information.
8. The SENco will generate a learning support student passport in discussion with the child highlighting their strengths and areas to work on.

9. All staff that teach the child will be given a profile sheet on the child highlighting the strengths and weaknesses and practical strategies that can help the child in their lessons.
10. If it becomes apparent that extra provision is needed, a request for an outside agency assessment such as an Educational Psychologist report will be requested.
11. If the child continues to demonstrate significant cause for concern, a request for a statutory assessment may be agreed and the decision to make a referral for an Education, Health and care plan will be made.
12. If a child has an EHC plan, we will endeavour to meet the requirements on it.
13. The EHC plan will be reviewed annually by the Local Authority that issues it with staff, parents and the child.
14. There will be continuation of monitoring and provision of support.

RESOURCES

Staff Resources

As well as the SENCO (fulltime) LSAs provide some general adult support in the classroom and follow out targets on the student learning passport.

Material resources

The school allocates a budget to the SEN department. Children learn at different rates and in a variety of ways. The budget allows the department to provide a multi-sensory approach to learning, especially for those children with a specific learning difficulty. The resources are usually selected by the SENCO in consultation with curriculum leaders and from visiting SEN Exhibitions.

STAFF DEVELOPMENT

Through the development plan and professional development meetings the school decides on priorities for SEN INSET for the staff. The SENCO attends relevant training and disseminates the details to all the relevant staff. The SENCO is responsible for 'in-house' training. SENCO/Teacher meetings are considered to be part of professional development.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Support Services

The school uses expertise provided by other professionals. These include Educational Psychologists, Speech and Language Therapists and others.

Parental Involvement

It is the school's policy to work closely with parents. We take account of the wishes, feelings and knowledge of parents at all stages. Class teachers have regular communication with all parents. The SENCO regularly meets the parents of children on the SEN Register.

Within School and Cross Phase Liaison

As children move from class to class it is the class teacher's responsibility to inform the next teacher of any children with special educational or medical needs and to ensure that all documentation is up to date. The receiving class teacher is responsible for using the documentation to inform themselves at an early stage of the needs of the children they are receiving.

CRITERIA FOR SUCCESS

The success of our policy is judged by the extent to which it enables our pupils with special needs to make the greatest progress possible.

In addition, successful implementation of our assessment and identification procedures should result in learning difficulties being picked up and addressed at the earliest possible stage. Successful individual programmes will also result in some children becoming less of a concern and being removed from the SEN register completely.

Suki Kalirai BEd DipSpEd
Special Educational Needs Co-ordinator

Next review Sep 2023

		Learning Support
D.O.B.		Student Passport
Form:		
Access Arrangements		I would like you to know that: This means that:

It would help me if you could:	I will help myself by:

Additional support:	Data and Attainment Inform
	RA: SA:

Record of Concern

Name of
Child _____

Class _____

D.o.B _____

Person who is raising concern

Date concern raised

Reasons for Concern/Noted Observations

Areas of the curriculum he struggles with:

I have tried the following strategies with him:

I have put the following differentiation into place for him:

I would like you to investigate the following areas of learning in more detail with him:

Any other relevant information:

ST JOHN'S SCHOOL PUPIL PROFILE			
Name:	DOB:	FORM:	DATE:
School Action:			Reading speed Processing speed Writing speed
What..... finds difficult:		This may help	
List of resources to be used with			
In School Review - Dates and Information:			