

Folville Junior School

Special Educational Needs and Disabilities Policy



2021-2022

Approved by:	Mr Wells (Head Teacher)	Date: November 2021
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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 Folville Junior School we believe that all children are entitled to access a broad and balanced curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. We believe that every teacher is a teacher of every child or young person including those with SEND.

The governing body ensures that appropriate provision will be made for all pupils including those with SEN.

Whilst SEN provision means provision which is additional to and different from the educational provision made for all pupils at Folville, we believe that all pupils should be able to achieve their full potential by:

- Accessing an appropriate curriculum that is broad and balanced alongside their peers, as far as is possible.
- Stimulating their curiosity, interest and enjoyment in their education.
- Enabling them to lead full and productive lives helping them to become valuable members of society, both now and in the future.
- Fulfilling their potential and enhancing their self-esteem.
- Making good progress towards their agreed targets.
- Focusing on outcomes, not just hours of provision/support.

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 the 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 SENCO

The SENCO is Mrs N.McGregor. She is part of the TLR (Teaching Leadership Responsibility) and has completed the NA SENCo award in line with government requirements.

She can be contacted either by telephoning the school number (0116) 2824368 or by [email: office@folville.leicester.sch.uk](mailto:office@folville.leicester.sch.uk).

She 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 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 is Gill Long, she 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 SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is Mr Wells, he will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within 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 SENCO 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), Attachment Disorder, anxiety, depression and self-harming.
- › **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and Physical Disability.

In practice, individual children may have needs across a number of areas and their needs may change over time.

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

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 SENCO 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 or 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 and preparing for adulthood

At Folville Junior School we recognise that transitions can be difficult for a child with SEND, we take steps to ensure that any transition is as smooth as possible. We have forged good relationships with all our feeder schools, and secondary schools in Leicester.

In year 3:

- The year 3 teaching staff make every endeavor to meet the current year 2 teaching staff in the feeder infant school to discuss individual needs and strategies to support your child.
- The SENCo will meet with the feeder Infant schools SENCo to discuss your child's specific needs and support arrangements.
- You will be invited to a transition review meeting, where you will be able to share your views and concerns regarding transition.
- Additional visits and meetings with staff will be arranged as necessary for your child.

In year 6:

- The SENCo will discuss specific needs of your child with the SENCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will visit their new school, where necessary they will attend additional visits in smaller numbers
- Sometimes staff from your chosen secondary school will visit your child in this school.

When moving classes in Folville Junior School:

- Information will be passed on to your child's new class teacher in advance. This includes any diagnosis (ASD, ADHD, Dyslexia, Dyspraxia etc) and specific strategies that have been found to be effective in their current class.
- A planning meeting will take place with the new teacher, and interventions/support arrangements shared.
- If necessary your child will have a social story book and transition workbook to help them understand moving classes/teachers.
- If necessary your child will have the opportunity to visit their new class teacher during the summer term.
- All children visit their new classes during transition day.

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:

- Nesy and Lexia (to support reading)
- Colourful semantics (to support writing)
- RML (to support phonics /reading)
- Spelling focused groups
- 1:1 Reading with a key adult
- Number sense (to support maths skills)
- Talk for number (to support maths skills)
- 1:1 time with a learning mentor (to support SEMH needs)
- Counselling sessions (to support SEMH needs)
- Interactive play sessions (to support Social, interactions, emotional needs)
- Focused PE sessions (to support physical needs and improve fine and gross motor skills)

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

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents

5.9 Expertise and training of staff

Our SENCO has 7 years' experience in this role, she is allocated 3 days a week to manage SEN provision. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Regular updates and training are delivered throughout the school year.

5.10 Securing equipment and facilities

If a pupil requires equipment to access the curriculum school works with agencies in the Local Authority to ensure they are provided with this equipment. For example, a speaker for the hearing impaired, wheelchair ramp, larger text books, standing frame.

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 6- 12weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- 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. No pupil is ever excluded from taking part in these activities because of their SEN or disability. To ensure all pupils are able to access these activities we provide:

- Additional members of staff (especially if a pupil has a physical or behavioural need or an EHCP).
- Offer a range of activities, minecraft club, railway club, singing, dancing, learning an instrument, photography, football, netball, curling)
- Extra access to areas of the school if needed e.g. wheelchair ramp.

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 the railway club and sports teams to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The following are examples of specialist agencies available to Folville Junior School:

- **LCI Team-** Learning, Communication and Interaction Team. This includes specialist support for pupils with ASD
- Community Pediatricians
- **SEMH Team-** Social, Emotional and Mental Health Team. This team support pupils with specific needs including pupils with ADHD alongside pupils without diagnosis.
- **CAMHS-** Child and Adolescent Mental Health Services
- **OT-** Occupational Health Team
- **VI-** Visual Impaired Team
- **HI-** Hearing Impaired Team
- **Physiotherapist**
- **SALT-** Speech and Language Team
- **EP-** Educational Psychologist
- **ADHD Solutions-** Attention Deficit Hyperactivity Disorder charity
- **SENDIAS-** independent service that offers free, confidential and impartial information, advice and support to parents.
- **School Nurse**
- **Diabetic Nurse**
- **LAC team-** working with Looked after Children.
- **Social Care team**

5.15 Complaints about SEN provision

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to give advice on formal procedures for complaint.

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 for raising concerns

If you are a parent who has concerns about your child please contact the class teacher in the first instance, then you can contact either the SENCo or Mr Wells on 0116 2824368

5.17 The local authority local offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools were required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

You can find all the information you need about services for children in Leicester on Leicester's Local Offer site:

www.localofferleicester.org.uk

The intention of the LA Local Offer is to improve the choice and transparency for families. It is also a good place for you as parents/carers to understand the range of services and provision available to you within your local area

6. Monitoring arrangements

The success of the school's SEN policy and provision is evaluated through:

- Monitoring classroom practice by the SENCo and SLT.
- Analysis of pupil progress by the SENCo and TLR's with responsibility for key curriculum areas during focus weeks and pupil progress meetings.
- Termly monitoring of procedures and practice by the SEN Governor and SENCo.
- The schools Self evaluation.
- The School Development Plan (SDP) and SEN development plan.

The SEN policy will be reviewed annually and any changes that are required will be approved by the governing body.

7. Links with other policies and documents

This policy has been created by the school SENCO, in liaison with the school Senior Leadership team, the SEN Governor and in consultation with parents and pupils with SEND (Special Educational Needs and Disabilities). It has been written with reference to the following guidance and documents:

- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014.
- Behaviour for Learning Policy
- Safeguarding Policy.
- Teachers Standards 2012.