



## **Linton Heights Junior School Special Educational Needs (SEN) Policy Introduction Updated September 2023**

At Linton Heights Junior School our aim is to ensure that our Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies current within the school.

At our school, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is

‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice

(January 2015):

### **The Four Areas of Need according to the SEND Code of Practice**

- **Communication and Interaction (C and I)**
- **Cognition and Learning (C and L)**
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory/Physical**

These areas give an overview of the range of needs a pupil could have. The purpose of identifying the area of SEN is not to fit a pupil into a category, but to identify the action that the school needs to take to provide the best possible support for each individual pupil.

### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means an educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Any health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision.

This SEN policy details how, at Linton Heights Junior School we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **Aim**

Linton Heights Junior School's aim is to raise the aspirations of and expectations for all pupils with SEN. We aim to provide a focus on the outcomes for pupils first and then focus on the support and provision to reach these. We aim to work closely with parents and pupils ensuring their full participation in the decision making.

The objectives of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN;
- To promote the school vision – “Together we learn, together we thrive”
- To promote our school values – respect, honesty, responsibility, kindness, resilience and ambition.
- To provide access to a broad and balanced curriculum.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To identify and provide appropriate provision for pupils who have special educational needs and additional needs.
- To fully engage with parents/carers and pupils views in order to promote high levels of confidence and partnership;
- To make clear the expectations of all partners in the process;
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development;
- To identify the roles and responsibilities of all staff in providing for children's special educational needs;
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies;
- To ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners;

### **Equal Opportunities and Inclusion**

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN Co-ordinator and individual teachers to ensure all children have equal access to success.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences;

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage and own their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

### **The Role of the SENCO**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy;
- Co-ordinating and monitoring the provision for children with SEN;
- liaising with and advising fellow teachers;
- maintaining the school's SEN register and overseeing the records of all children with SEN;
- liaising with parents of children with SEN;
- contributing to the in-service training of staff;
- liaising with local Infant and secondary schools so that support is provided for Y2 and Y6 pupils as they prepare to transfer;
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- making regular visits to classrooms to monitor the progress of children on the SEN register;
- monitoring and reviewing the SEN action plan as part of the School Development Plan.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning intentions and staff differentiate work appropriately, and use assessment to inform the next stage of learning. By breaking down the existing stages of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times however, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation, outside the classroom.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children provides information about areas where a child is making less than expected progress. Through pupil progress meetings with the Senior Leadership Team, any pupils making less than expected progress are identified.

### **Expected or Adequate progress can be identified as that which:**

- prevents the attainment gap between the child and his peers from widening;
- closes the attainment gap between the child and his peers;
- betters the child's previous rate of progress;
- ensures access to the full curriculum;

- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour;

However if there is a concern that the above statements are not in place for a particular pupil, then the class teachers can consult the SENCo at this point to consider what else might be done.

### **Identification and managing pupils with SEN**

At Linton Heights Junior School, when identifying the needs of the pupils, we consider the needs of the whole child, which will not just include the SEN of that pupil but will include their strengths as well. It may be that a pupil may have needs that fall into several of the broad areas and then the SENCo, working with relevant staff, parents and outside agencies, will plan the most appropriate support and provision. Information is also gathered through meetings with parents to discuss their concerns, family background and observations they have made about their child; this can be very useful in identifying specific needs.

We value the importance of early identification of SEN which means we can make effective provision that will improve the long-term outcomes for individual pupils.

### ***Quality First Teaching***

All children are entitled to a broad and balanced curriculum and at Linton Heights our first step to responding to pupils who have or may have an SEN, is Quality First Teaching and differentiation. The teaching must be adapted to respond to the strengths and needs of each individual pupil.

The class teacher is responsible for the progress and development of all the pupils in their class, including where pupils access support from TAs or specialist staff.

Through the school's termly leadership work plan and School Development Plan, subject leaders and the SLT will monitor quality first teaching in each class. The SENCo will focus specifically on the quality first teaching for pupils with SEN.

At Linton Heights Junior School, we aim to meet the needs of most pupils through Quality First Teaching, differentiation and targeting areas of need; this may include some class based interventions. The SENCo and class teacher will gather all information collected through formal and informal assessments, which may include outcomes reached through intervention, half termly data and the school's assessment systems. The SLT and class teacher will then look at progress alongside national data and expectations of progress.

### ***SEN Support***

If a pupil is identified as having an SEN or continues not to make progress and requires support which is "different to or in additional to the curriculum"; the class teacher and SENCo will then discuss putting in effective SEN provision. The pupil is added to the SEN Support register, following a discussion and meeting with parents. The SENCo regularly updates and reviews the SEN Support register.

### **Reasons for a child being added to the SEN register may include the fact that He/she:**

- 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 social, emotional, mental health or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;

The school records the steps taken to meet the needs of individual children through the use of Individual Support Plans (ISPs.) The SENCO has responsibility for ensuring that records are kept securely and available when needed.

### ***High Level Needs.***

For some pupils, their needs are higher or more complex and they may require an Education, Health and Care Plan. The SENCO, in conjunction with parents or carers, will collate evidence to present to a panel made up of a group of wide ranging professionals. This is called a 'Request for an Education, Health and Care Assessment.' If successful, an Education, Health and Care Plan (EHCP) will be awarded.

To support pupils with high needs we work closely with a range of outside agencies, which include Educational Psychologist, Specialist Teacher Teams, Speech and Language Therapist and Occupational Therapists. The SENCO will make the relevant referral to the particular agency with permission from the parents/carers. The class teacher, TA and SENCO will meet the professional to discuss strategies and advice that will be implemented to support the pupil. A pupil with an EHC Plan will have this reviewed at least annually.

### **Managing pupil's needs on the SEN Register**

In the case of any initial concern, it is the responsibility of the class teacher to take steps to address the issue. Parents are consulted and specific intervention put into place. This intervention is monitored for a period of up to two periods of '**Assess, Plan, Do, Review,**' which is an integral part of the new SEND Code of Practice.

When a pupil is placed on the SEN register, the cycle of **Assess, Plan, Do and Review**, is followed. Parents and pupils are involved in each part of the process. This process applies to pupils on SEN Support and those with high/complex needs with an EHC.

#### **Assess –**

This can include gathering information through

- Teacher assessment and experience of the pupil.
- Pupil progress and attainment e.g. through standardised tests, reading tests, speech and language profiles.
- Social and emotional development in comparison to their peer's e.g. using observations, social and communication descriptors
- Views, experiences and observations of the parents/carers.
- Pupil's views.

The school assesses each child's current levels of attainment on entry from Key Stage One in order to ensure that they build on the patterns 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 may be transferred from other partners and the SENCO will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;

- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;

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 a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from a special educational need.

### **Plan**

The class teacher and SENCo will look at the individual assessments and what changes and adaptations need to be made to High Quality Teaching to meet the pupil's needs. At this stage, outcomes and planned provision to meet the individual needs are agreed by parents, pupils and staff at the ISP meeting.

### **Do**

The SENCo and class teacher will implement and manage the agreed interventions or actions in light of earlier assessments. This may include –

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of pupils being withdrawn to work with the SENCo or with TA support for interventions such as speech therapy, ERT, Plus 1 Maths or Pre-teaching for Maths and English
- Implementing specific strategies/programmes as recommended by outside agencies e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist, Specialist Teachers.

Provision maps are used for each class to manage and review the interventions that are planned for each pupil with SEN. The Provision maps record the type of intervention, the outcomes, the time frames, who is leading the intervention and the impact of the programmes.

Parents will continue to be consulted and kept informed of the action taken to help their child and the outcome of any action.

### **Review**

This stage is where the agreed outcomes for the individual pupil are reviewed to see what progress has been made and the impact of the interventions and actions. ISP reviews are held at least once a term for each individual pupil with SEN. The school will record the steps taken to meet the needs of individual pupils through the use of Provision Maps. These records are working documents and can be reviewed at any time as and when needed. The SENCo has responsibility for ensuring the records are kept up to date and maintained as well as being available when needed.

The review meetings are attended by parents/carers, class teacher and school staff which may include TAs the SENCo and any relevant professionals from outside agencies. Everyone at the meeting is invited to express their views as to what is working, what may need to be changed or adapted. Clear outcomes for the pupil are agreed by all and time frames set. Any actions that need to be carried out and by whom are recorded.

### **The Nature of Intervention**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

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

- visual learning materials or specialist equipment;
- group or individual support, which may involve small groups of children being withdrawn to work with the teacher or TA;
- extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- staff development and training to update on most effective strategies;
- targeted phonic intervention.
- other interventions such as Precision Teaching Speed writing, Teodorescu Handwriting Programme, Sensory Circuit;
- Social skills groups;
- 1:1 counselling with the school's in- house Well Being TA.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a regular basis and ensuring delivery of any individualised programme in the classroom.

The class teacher is also responsible for group or 1:1 teaching by a TA away from the main class. The class teachers work closely with TAs to plan and assess the impact of the intervention and how they can be linked to classroom teaching.

Parents continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents are invited to meet regularly with the class teacher and/or SENCO and have specific time slots to discuss individual targets and progress on a termly basis.

The SENCO supports further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents. The SENCO will also monitor the impact of interventions, through lesson observations, pupil progress data, provision maps and pupil interviews.

### **Individual Support Plans**

Strategies employed to enable the child to progress are recorded within an Individual Support Plan (ISP) which includes the following information:

- short term targets set for the child;
- teaching strategies to be used;
- provision to be put in place;
- how the targets will help the child in their learning;
- the review date;

Plans and review sheets are stored on the school computer system and updated regularly by teachers and teaching assistants.

The child's views on individual targets are sought and taken into account, as are those of the parents, whose support is vital if progress is to be achieved and maintained.

### **The use of outside agencies**

The staff at Linton Heights Junior School work closely with a range of external agencies including

- Specialist Teachers
- Educational Psychologists
- Statutory Assessment Service.

- Social Care
- Speech and language therapists.
- Health Services
- Family workers.

Outside agencies may become involved if a child continues to make little or no progress despite at least two cycles of 'Assess, Plan, Do, Review.' A cycle is considered to be a minimum of six weeks in order to allow enough time to make a considered assessment of progress. Interventions are recorded on the school's Provision Map which is a record of strategies and interventions that are accessed by individual children each term.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out 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 ISP continues to be the responsibility of the class teacher.

#### **Outside agencies may become involved if the child:**

- continues to make little or no progress in specific areas over a long period;
- continues working at levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing English and mathematical skills;
- has emotional, social or mental health difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- 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;
- despite having received intervention, the child continues to fall behind age expectations;

#### **School Request for an Education Health and Care Plans**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- views of the parents;
- previous individual support plans and targets for the pupil;
- records of regular reviews and their outcomes;
- records of the child's health and medical history, where appropriate;
- assessment data;
- education and other assessments and reports, for example from a Specialist Support Teacher, Educational Psychologist, Speech and Language Therapist etc.

The parents of any child who is referred for an Education Health and Care Plan will be kept fully informed of the progress of the referral. It takes twenty weeks from when the Statutory Assessment and Resources Team receives the referral documentation to the final plan being issued. Children who have an Education, Health and Care Plan are closely monitored by the SENCo and their targets discussed on a termly basis. Parents are invited to discuss ISP targets each term in addition to the Statutory Annual Review Assessment meeting. When this coincides with transfer to secondary school, the SENCO from the receiving school is always invited to the last annual review as well as the Year 5 review.



### **Partnership with Parents**

Partnership plays a key role in enabling children and young people with SEN to achieve the best possible and other outcomes. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, the review and transition process. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term, with the option of consultation with our SENCo to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Additionally, parents always have access to the SENCO through a school email address. The school will also guide parents to the LA's local offer at

[www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/](http://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/)

which can offer parents support and information about what is available for pupils with SEN.

### **Allocation of resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Head teacher informs the governing body of how the funding allocated to support Special Educational Needs has been employed.

- Teaching Assistants are used in the classroom under the direction of the class teacher to support children. Regular meetings are held with the SENCo to raise the TAs level of awareness as to the needs of SEN children. TAs also meet regularly with class teachers to discuss pupil's progress and targets. Class Teachers draw up a class SEN timetable to match provision to individual pupil's needs within the classroom.
- All classrooms have access to equipment useful for SEN. The mobile contains a range of resources which can be accessed by all staff.
- The sensory room contains a wide range of resources to support pupils with social and emotional needs.
- Specially required equipment can be ordered if financially viable.

### **The role of the Governing Body**

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body regularly reviews this policy and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full Governing Body.

The SENCo and the SEN Governor meet every term to monitor the SEN action plan, as part of the School Development Plan as well as the SEN provision in the school.

### **Monitoring and evaluation**

The SENCO monitors the education of children within the SEND system in school and provides staff with regular summaries of the impact of the policy on the practice of the school. The SENCo is involved in supporting teachers and in drawing up Individual Support Plans for children. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs hold termly meetings.

### **Compliments and Complaints**

If any parent has a compliment or a complaint about the nature of the SEN provision at Linton Heights Junior School then any comments should be expressed to the SENCo and/or Head Teacher. If a problem cannot be resolved, the SEN Governor, or governing body is the next point of contact. It is hoped that an effective partnership with parents will avoid issues of this nature. The 'Complaints Policy' detailing the correct procedure is available on the school website.

**The SENCo is Karen Graves**

**The SEND named governor is Mandeep Matharoo**

**Signed:**

**Updated September 2023:**