

# Hamp Community Junior School

## Policy for Special Educational Needs

### 1. **Aims**

To improve the quality of education and standards of achievement for all children.

To give all pupils an equal right to develop, learn and achieve.

To support the culture, ethnic origin and experience of all pupils.

To ensure that children with special educational needs join in the activities of the school, where this is compatible with meeting their learning needs, and have access to a broad, balanced and relevant curriculum.

### 2. **Rationale**

Pupils with Special Educational Needs (SEN) include those who have a general or specific learning difficulty which is significantly greater than that of other pupils of the same age; a physical, sensory or medical difficulty, or emotional and behavioural difficulties which directly affect their progress.

At Hamp Junior School there are a large number of pupils with special educational needs. The range of difficulties is wide, covering the whole spectrum of needs ie. general learning difficulties, visual/hearing (sensory) impairment, medical conditions, physical difficulties, specific learning difficulties including dyslexia, emotional and behavioural difficulties and speech and language problems. In this challenging situation we aim to provide the best education for all our pupils.

The school and its governors have a duty to provide for the education of pupils with additional educational needs with regards to the following Education Acts

- The Education (Special Education Needs) (England) (Consolidation) Regulations 2001
- The Education (Special Educational Needs) (Provision by Local Education Authorities) (England) Regulations 2001
- The Education (Special Educational Needs) (Information) (England) Regulations 1999
- The SEN and Disability Act 2001

The Revised Code of Practice for SEN 2001 gives detailed guidance on how to meet the demands of these Acts. Somerset County Council has produced guidelines for the implementation of the new Code of Practice, and these are being followed at Hamp Junior School.

All teachers in the school are teachers of pupils with special educational needs, and provision for these pupils is the result of collaboration between senior management, SENCO, teachers and teaching assistants.

### **3. Objectives**

To use the code of practice in order to address individual needs as far as resources will allow, and apply procedures consistently.

To respect and value all professionals, parents and pupils whatever their religion, language, gender, disability or social circumstances.

To ensure that all teachers are involved in SEN development and fully aware of procedures for identifying and making provision for pupils with SEN.

- 4. The SENCO** is Mrs. Honeyball, who is responsible for leading the Special Needs team, in consultation with the Headteacher Mrs Roxburgh and Mrs Edwards ( Nurture Group Teacher). Mrs. Honeyball assesses, develops programmes of support for and co-ordinates the teaching of pupils with the highest level of need. It is important that those pupils who are struggling with learning have regular, structured support. For this reason the SENCO will not normally be used as supply cover in the event of staff absence.

### **5. Arrangements for co-ordinating the educational provision for pupils with SEN**

A list of pupils with special educational needs is kept, reviewed and updated on SIMS on a termly basis in consultation with class teachers and senior management. Deployment of TA's and other resources is organised in order to best meet the needs of pupils, as indicated on their Individual Education Plan or Provision Map.

## **6. Admission arrangements**

Hamp Junior School aims to provide a differentiated curriculum in order to meet the needs of children with a wide range of ability. We make every effort to meet all pupils' needs within the school. It may be necessary to consult with the SEN casework officer about the appropriateness of mainstream education in a small minority of cases where a child's inclusion would be incompatible with the efficient education of other children.(1:35)

## **7. Specialist Provision - Nurture group (see separate policy)**

Hamp Junior School benefits from the provision of a Nurture Group. The Nurture Group aims to provide a supportive environment for a group of Year 3 and year 4 children. The Nurture group helps to develop personal and social skills so that children can access and be fully included in the whole school curriculum.

When pupils are ready to reintegrate with their mainstream classes, they receive support from Nurture group staff to make their transition as smooth as possible. Nurture Group pupils receive support throughout their Junior School life. This may be through informal contact, for instance at Alternative Play, or occasionally older children may be included in the morning Nurture Group sessions if they are going through a particularly difficult time.

## **8. Alternative play**

Playtime is particularly stressful for pupils who have not yet developed good social skills. Alternative Play in the Nurture Group room is available for these pupils, where they are encouraged to play games co-operatively. In addition to this, the Home School Liaison Worker and Learning Mentor provide a space where some of our more troubled older children can eat their lunch, talk and play in a separate room.

## **9 Information about the school's policies for identification, assessment and provision for all pupils with SEN:**

### **a. Allocation of resources to and amongst pupils with SEN**

The level of funding and therefore of provision for Special Educational Needs at Hamp Junior School is determined by three funding strands;

- i. Age Weighted Pupil Units
- ii. SEND (Formula Allocation)
- iii. SEND PLUS (Audit Framework)

In order to access SEND Plus funding for pupils with the most severe and complex needs the school undertakes an evidence based audit of additional educational needs on an annual basis.

**b. Identification, assessment and review**

- i. The SENCO has regular meetings with the SENCO at Hamp Infants' School to discuss year 2 pupils with special needs. These pupils are automatically put on our list of pupils with special needs when they transfer to the Junior School. In consultation with class teachers and senior management, arrangements are made in order to best meet these pupils' needs.
- ii. Progress of children in Maths and English is continually assessed through APP, and any pupil falling significantly below expectations will be identified through whole school progress tracking. These pupils are automatically included on our list of pupils with special educational needs and arrangements are made to ensure these needs are met. Year 3 pupils and older pupils who are identified by class teachers as having specific learning difficulties are screened and if necessary given a full assessment.
- iii. All pupils with Special Educational Needs are reviewed at least twice a year in consultation with class teachers and senior management. Some pupils who have made good progress no longer need action taken that is additional to and different from our normal differentiated curriculum, and are therefore removed from the SEN list.
- iv. As far as possible, pupils' needs are catered for within their classes, by planning for differentiation in lessons and deploying TA's to support pupils in accordance with their Individual Education Plans. When pupils are withdrawn from lessons (eg the Nurture Group) planning and liaison takes place with the appropriate teachers.
- v. From September 2009 classes have been organised according to pupils' literacy levels. This makes it possible to ensure that every child has 7 ½ hours of structured support for literacy at the appropriate level every week with their class teacher.
- vi. Pupils with special educational needs are fully integrated with their peers for most lessons. If a pupil is withdrawn for small group or 1:1 work they usually return to class in time for the plenary at the end of that lesson. In the case of the Nurture group, pupils return to their mainstream class in the afternoon, so they feel part of the whole school community.

- 10 **Success criteria** – The governing body evaluates the success of our education for pupils with SEN by looking at assessment results and seeking the views of staff and parents.

According to “Success for All”, the intensive literacy programme which was introduced in November 2006, pupils working at the “Roots” level (P7-1a) should improve their reading accuracy and comprehension by one NC sub-level every 8 weeks. This target has been achieved or exceeded for 83% of “Roots” pupils, many of whom have special educational needs.

Our least able pupils are assessed once a year using the “P” scales. We are therefore able to demonstrate that most pupils are making progress, even if they have not yet reached level 1 of the National Curriculum. ‘P’ scale targets are used in IEP’s, and progress is regularly reviewed.

Other more specialised tests are used in school by the SENCO to establish whether a child has specific learning difficulties or some other need, and progress is monitored every 6 months.

Improvements in attendance and a reduction in the numbers of exclusions are indicators that our pastoral care and provision for pupils with social communication difficulties are improving.

- 11 **Arrangements for considering complaints about special educational provision within the school** – Any parent with a complaint about special educational provision within the school would be encouraged to discuss this with the Home School Liaison Worker, Parent Family and Schools Advisor, SENCO or head teacher in the first instance. If matters cannot be resolved, then parents will be put in touch with the County’s Parent Partnership service for further advice. The school has copies of their leaflets which are available to parents on request.

- 12 **Code of Practice** –

The SEN Code of Practice came into effect in January 2002. Under the new Code pupils are divided into three categories;

**Basic School Entitlement** Pupils at this level have special educational needs which can be met within the normal, well-differentiated classroom. They may have previously received additional help and we are regularly monitoring and reviewing their progress.

**School Action** includes pupils who need provision which is in addition to and different from basic school entitlement (for instance Wave 3 Maths or English.)

**School Action Plus**

Any pupil who, despite receiving an individualised programme and/or concentrated support under School Action continues to make little progress. External support services are called in to advise on appropriate provision, and the school may be in receipt of or applying for SEND+ funding for that child.

**LEA Action** This category is for pupils who have a statement of special educational needs.

SEN pupils are reviewed with the class teacher at least twice a year, and the list of SEN pupils amended accordingly. Individual Education Plans or Provision Maps are required for pupils at School Action and School Action Plus, and these are reviewed with class teachers at least twice a year, and with parents whenever possible.

**13 Information about the school's staffing policies and partnership with bodies beyond the school.**

**a. Arrangements for SEN in-service training**

All staff are encouraged to attend relevant in-service training. The SENCO has provided INSET at staff meetings, reinforced at IEP reviews with teachers and TA's. The INSET co-ordinator, in consultation with the SENCO, has an overview of TA's training needs and arranges for them to attend appropriate courses. Regular training is given to TA's, covering aspects of SEN. All TA's have been trained in the delivery of the Somerset Approach to Integrated Literacy.

**b. use of outside support services**

The local Support Services, based at Chandos House, are regular visitors to school, whether assessing or working with individual children, offering advice on classroom management issues, or attending the consultation meetings which are held twice a year. We also have regular meetings with Social Services, the Child and Adolescent mental Health Service, Hearing Support Service, Occupational Therapy, Speech and Language Service and the school medical service. Members of the Support Services are invited to attend

pupils' annual reviews, particularly for pupils transferring to secondary school.

The Localities Team is now established as a valuable resource and is beginning to have an impact on our support for some pupils with emotional and social difficulties.

**c. partnership with parents**

Parents are invited to attend parents' evenings every term, and this gives them an opportunity to review IEP's or Provision Maps and talk about their concerns with the SENCO and class teacher. Parents are invited to Annual Review meetings if their child has extra support at SEND+, or a statement of SEN. Other, less formal meetings are arranged as appropriate during the year so that parents are kept informed about their child's progress. In some cases home visits are made where parents have difficulty coming in to school.

**d. links with other schools, including transition arrangements**

The SENCO meets the SENCO's of Hamp Infants' School and The Robert Blake Science College, and they are invited to attend consultation meetings and annual reviews when appropriate. Information is exchanged in order to help other schools with their applications for SEND+ funding each year. Pupils with special needs are discussed before transition so that arrangements can be made, and since 2008 the Partnerships for Progress Infant/ Junior Project has been valuable in ensuring that these pupils' needs are met.

**14 Other policies**

This policy should be read in conjunction with other school policies on Inclusion, Disability, Behaviour, Nurture Group, Alternative Play, Equal Opportunities, as well as the school's Accessibility Plan and Single Equalities Scheme.

**15 This policy will be reviewed annually.**



