



Featherby Junior School

SEN Policy/ Information Report

Written: ...January 2017.....

Approved by Governors:

Review Date:

Featherby Junior School SEND Policy/SEN Information Report

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice*

(2015, p 4)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p5)*.



1 The kinds of special educational need for which provision is made at the school

At Featherby Junior School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan. This can include for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can usually access training and advice so that these needs can also be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Featherby Junior School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points. On entry children are screened using a phonics assessment and a reading assessment. All years have

termly assessments in Literacy and Numeracy and Pupil Progress meetings to discuss attainment and progress.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are precision teaching, small group booster sessions for Literacy and Numeracy, BEAM, TA in class targeted support, Lego therapy and 1 to 1 sessions for raising self-esteem.

Some pupils may continue to make inadequate progress, despite high-quality first teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Featherby Junior School we are experienced in using the following assessment tools: LASS Screening Tool, Salford Reading Test, Speech Link.

We also have access to external advisors who are able to use alternative assessment tools eg Educational Psychologists, PASS (Physical and Sensory Service), Paediatricians, School Nurse and Occupational Therapists.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined or revised if necessary.

At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is made parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including;

3a: How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class teachers and the information from teachers which will show whether adequate progress is being made. Parents are consulted twice a year formally through Parents Evening system but we also have good informal links with parents through contact books, end of the day, drop in sessions, 1:1 appointments with staff etc.

The *SEND Code of Practice (2015, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning. Staff have attended and will continue to attend further training in light of the new curriculum. SEN training has been planned for the academic year 2016/17.

Many changes have already been made to make the building more accessible for all and a sensory room is being built for the start of the Summer Term 2017.

3e: Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the school may apply for Top Up Funding to cover additional costs.

3f: How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Featherby Junior School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3g: Support that is available for improving the emotional and social development of pupils with special educational needs

At Featherby Junior School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. SEAL, PSHE and Circle Time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following list e.g. 1 to 1 mentoring or counselling, time in the sensory room, external referral to CAMHs, time-out space for pupils to use when upset or agitated, social skills groups, Social Use of Language Groups and play sessions.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Featherby Junior School/ Featherby Federation is Helen Algar, who is a qualified teacher and a member of the Leadership Team. She has nearly completed the National Award for SEN Co-ordination.

She can be contacted on 01634 231984 or admin@featherby-jun.medway.sch.uk



5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training: diabetes, HI, dyslexia, ASD, Emotional Resilience, Attachment Issues, implementing interventions, Epi-pen training and Epilepsy awareness training.

Where a training need is identified beyond this we will find a provider who is able to deliver it.

Training providers we can approach are: Rainbow Court, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Dyslexia Specialists etc.

The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the Medway Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Featherby Junior School are invited to discuss the progress of their children three times a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs / receiving SEN Support because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Featherby Junior School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teachers first followed by the SENCO and Head of School to resolve the issue before making the complaint formal to the Executive Head and then the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school. More details can be found in the SEND Code of Practice.

10 How the Governing Body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body works to ensure that all SEN processes are in accordance with relevant legislation and that the appropriate external agencies are consulted and involved.

They have engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service for 3 days per year
- A Service Level Agreement with Occupational Therapy Service for 10 days per year
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg SENCO forum and NASEN

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

KIDS provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0---19). They empower parents to play an active and informed role in their child's education.

They can be contacted on:

Contact: 01634 577657

Address: Woodlands Place, Woodlands Road, Gillingham, Kent ME7 2DT

Website: www.kids.org/Event/medway-parent-partnership-service



12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Featherby Junior School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. At Featherby Junior School we have very good links with secondary schools and arrange carefully managed transition programmes. This includes extra visits for vulnerable children.

We also contribute information to a pupils' onward destination by providing information to the next setting. We meet with relevant staff to discuss the children and exchange records.

13 Information on where the local authority's local offer is published.

The local authority's local offer can be found at:

www.medway.gov.uk/childrenandyoungpeople/medwayslocaloffer.aspx

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy.

This policy was developed in partnership with parents/carers, representatives from the governing body and parent teachers and friends association and parents of children with SEND. This will be reviewed annually.