



Anstey Junior School

Special Educational Needs Policy



Date Approved	Committee responsible for review of policy	Next Review Date	Policy on Website
February 2018	CSC	November 2019	Yes

Rationale

- 1.1 Anstey Junior School is committed to ensuring that all children receive the necessary provision to support their learning and progress. This policy states how the school will respond to these needs. The school policy takes into account the DfES Code of Practice (2014). All teachers are teachers of children with SEN.

Underlying Principles

- 2.1 All children are entitled to equal access to the whole curriculum and should have the opportunity to fulfil their potential and achieve their best.
- 2.2 All children should feel valued and know that the contribution they make is important.
- 2.3 There will be recognition of the effort children make as well as the quality of the work they produce.
- 2.4 The wishes and view of parents will always be sought when deciding what support a child needs.
- 2.5 Information will be passed to the relevant parties involved in the welfare of the child, particularly when a change of class or school occurs.

Identification, Assessment and Review Procedures

- 3.1 All children undergo continual assessment by their class teacher. S/he will be the first to identify any difficulties. The next stage will be liaison with the SENCO and discussion with the parents.
- 3.2 Assessment takes place regularly and through continuous dialogue between teachers, LSAs and SENCO. LSAs contribute to record keeping and assessments.
- 3.3 Formal Reviews, to which parents should be invited, take place termly and informal reviews are on going. New targets are set as appropriate. IEP targets are reviewed and amended as necessary.
- 3.4 **We use the DfES Code of Practice (September 2014) to identify and support children in the following ways:**

- Initial Concern / Early Intervention (EI)
We ensure pupil progress through appropriate and early intervention at the point of need. Children may receive some support within the classroom through changes in grouping, differentiation of work, deployment of LSAs and other measures. The Class Teacher will alert the SENCO if these measures are not meeting the pupil's needs.

- SEN Support (Previously School Action & School Action +)

The class teacher has overall responsibility for gathering information about the child's needs once initial concern has been expressed. Parents will be informed and invited to discuss the difficulties their child is experiencing and the additional help they are to receive. The child may continue to receive extra support within the classroom, or be withdrawn by a LSA, depending upon the needs of the child. Records of specific individualised programmes, (other than normal differentiated activities) will be kept and IEP targets will be reviewed half-termly. The child will be placed on the SEN register. The Code of Practice (2014) sets out an overview of a range of needs into 4 main categories: Communication & Interaction, Cognition and Learning, Social Emotional and Mental Health Difficulties and Sensory and/or Physical Difficulties.

Class teachers continue to monitor progress and the child may be withdrawn for additional support. IEP will be completed by the class teacher in consultation with LSAs, and SENCO as appropriate. Parents will be informed of any continued concern and will be invited to discuss their child's needs with the class teacher and/or SENCO as appropriate.

Outside agency advice may be sought when assessing the needs of children and in planning their support. The SENCO ensures this help is sought and that advice is given by the outside agency to the class teacher and LSA as appropriate. The advice will be incorporated into the pupils IEP targets. Parents will be kept informed of any concerns and will be invited to discuss the progress and needs of their child. Agencies from which help may be sought include:

- ◆ Educational Psychologist
 - ◆ Speech and language Therapist
 - ◆ Occupational Therapist
 - ◆ Health Visitor
 - ◆ Social Services
 - ◆ Primary Behaviour service
 - ◆ School Nurse or Doctor
 - ◆ Specialist Teacher Advisors
 - ◆ Physiotherapist
 - ◆ Play Therapist
 - ◆ Other : according to specific needs
- In cases where the school does not feel that sufficient progress towards targets is being made, in spite of the advice and support given, the school may ask the LA to make a Statutory Assessment of the child's needs. They will seek the opinions of all agencies involved through a multidisciplinary assessment. The school will submit its views following consultation between the class teacher, LSA, SENCO, Headteacher parents and pupil. Provision within school continues, taking into account any advice given.
 - Education & Health Care Plans (Previously known as a Statement of Special Educational Needs)
The LA considers the need for an EHCP in line with the terms of the 1993 Education Act. If an EHCP is needed, the LA, in liaison with the school, ensures that appropriate provision is arranged and that the need for a EHCP is reviewed annually. Within school, provision and progress will continue to be recorded and reviewed leading to the annual review of the EHCP under the terms of the Code of Practice, with full parental involvement.

SEN Funding

- 4.1 We use funding from HCC to support children with special needs. Children are given extra specialist adult support in direct relation to their assessed need/s.

In Hampshire, schools may apply for 'top up' funding by applying for a Special Educational Needs Support Agreement (SENSA) to support children in school where the child is likely to meet the criteria for statutory assessment. A SENSA can be used to provide additional support in school (above the county's 'notional budget') in place of an EHCP if the child does not require specialist provision in an alternative setting.

Record Keeping and Curriculum Planning

- 5.1 It is the responsibility of the class teacher to maintain the class SEN folder and monitor pupil IEP targets. S/he will keep records of progress for her/his children, in line with the school policy, to support assessment and inform planning.

Roles and Responsibilities

- 6.1 **Governors**
The Governors are responsible for ensuring that the Special Needs Policy is implemented and to establish adequate funding and teacher arrangements. There are designated SEN Governors. The admission arrangements for children with SEN match those of the LA. We operate an inclusive policy but always bear in mind that some children may have needs beyond that which we can cater for. In consultation with

parents and specialist advice, the appropriate placement of children with special needs will be reviewed annually or more frequently if appropriate.

- 6.2 **Headteacher**
The Headteacher, with the SENCO and governing body, will ensure that the SEN policy is implemented and will oversee the day to day management of the policy.
- 6.3 **Class Teacher**
Class teachers are all teachers of SEN and are responsible for the pastoral care of all the children in their class. They will take account of the varying needs of all the children in their care, through differentiation of tasks and by employing a variety of teaching strategies. Class teachers are responsible for the initial identification of difficulties; liaising with the special needs team providing programmes and timetabling liaison with the LSAs, and maintaining the SEN file within their class.
- 6.4 **SENCO**
The SENCO is responsible for the overall co-ordination and review of the SEN policy and the SEN register. The SENCO will liaise with staff, outside agencies, other schools and parents to ensure that the needs of all children with additional needs are met.
- 6.5 **Learning Support Assistants**
LSAs may support individual children or groups of children within the class as directed by the class teacher/SENCO. Children may be withdrawn to work with the LSAs in small groups and occasionally in a one to one setting. LSAs will liaise with staff over the needs of individual children. LSAs are timetabled to support children identified on the SEN register, either individually or within a small group as directed by the class teacher/SENCO.

Provision of Resources

- 7.1 The deployment of LSAs will be reviewed regularly by The Headteacher, SENCO and class teacher to ensure the best use is made of these resources. The support given will depend on the resources available, but generally the most help will go to those with the greatest need. Funding will come from delegated money, supplemented where possible from the school's general budget. SEN resources also include specialist-teaching resources, support for liaison time and the provision of specialist materials.

Staff Development

- 8.1 Staff development will be linked to the Strategic Plan and the needs of the individual staff. It will comprise internal training, organised by the SENCO, as well as making use of resources available through H.I.A.S.

Transition and Links with other Schools

- 9.1 The school has strong links with Alton Infant School, from which most children transfer at the end of Year 2. There is also a structured transfer programme in place with both the Secondary schools in the town. In addition to the formal transfer procedures and sharing of information, the SENCO will liaise with both Infant and Secondary School SENCOs to ensure good transition and continued additional support as needed.

Disability Discrimination Act

- 10.1 Anstey Junior School children are given equality of opportunity regardless of their disability but within the constraints of our physical environment.
- 10.2 Where possible, we will make reasonable adaptations to our building to allow access for children with physical disabilities.
- 10.3 We will adapt the curriculum for individual children, taking into account their difficulties.
- 10.4 We will seek and act on advice from Specialist teachers and therapists.
- 10.5 We will provide additional support to enable children to access the full range of school activities within the constraints of the additional funding available.

Complaints Procedure

- 11.1 In the first instance, any complaint should be addressed to the SENCO or the Headteacher. Further discussion may take place with the SENCO. If the problem cannot be resolved by this means, the Special Needs governor or the complaint panel of the Governing Body may become involved.
- 11.2 In the final instance, if the school-based solutions fail to resolve the complaint, parents should write to:

The Education Department (SEN Section)
Hampshire County Council;
The Castle
Winchester
SO22 8UG