



Holmfirth
Junior, Infant and Nursery School



SEN POLICY

Our Vision:

Everyone feels happy, safe and valued and enjoys their learning

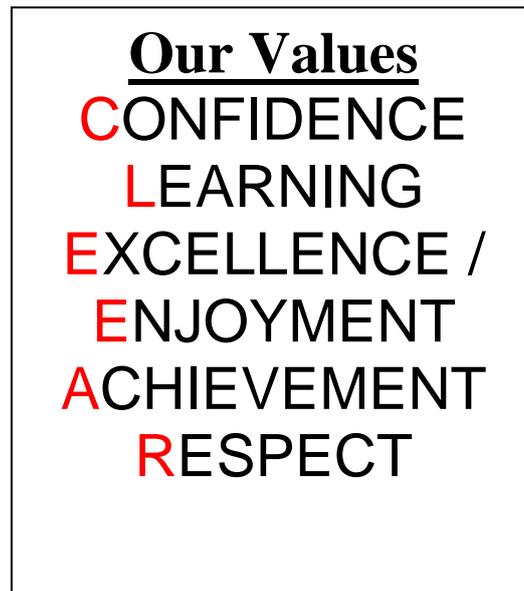
We aim to develop confident individuals who feel able to embrace new and exciting opportunities and challenges.

We create stimulating learning environments which encourages and develops adventurous lifelong learners.

We promote self-esteem by recognising and celebrating individual strengths and having high expectations that acknowledge what children and adults are able to achieve.

It is a place where we respect our individuality, our relationships and the ever changing world in which we live.

1. Introduction



We recognise that at some point in any child's time at Holmfirth J. I. & School the individual may require additional support to reach their potential. Regardless of the need and the length of time for which support is required, the school will meet that need wherever possible. If this support cannot be provided by our experienced and highly-qualified staff then we will seek external specialist support.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: staff , SENCO, Senior Leadership Team, Governing Body, parents and families.

2. Contacts

Special Needs Coordinator (SENCO) – Diane Price.

Who has the National Award for SEN (NASENCo award) and is a member of the Senior Leadership Team (SLT).

3. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

4. Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching.

- *“Every teacher is a teacher of special needs.”*

The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to “adapt teaching to respond to the strengths and needs of **all pupils.**” Teachers and support staff in our school have a crucial role to play - as subject specialists and professionals who typically know most about their students – this allows them to address barriers to learning, long before a child is referred for additional intervention & support.

- *‘Quality first teaching’*

At Holmfirth J I & N School quality first teaching means, teaching seeks to engage and support the learning of all children in our school. It builds on the pupils' prior learning and responds appropriately to the ‘pupil voice’. The priority is to support children so that they can keep up with the pace of learning and make good rates of progress. Effective teachers expect everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all children can access the learning.

The Code of Practice does not assume that there are hard and fast categories of special educational needs. It recognises that each child is unique, that there is a wide spectrum of SEN that are frequently inter-related, but also that there are some specific needs that usually relate directly to particular types of impairment. Children commonly have needs and requirements which fall into at least one of four areas:

- Communication and interaction (including Autism Spectrum Disorder)
- Cognition and learning
- Behaviour, emotional and social development

- Sensory and/or physical needs

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make ‘reasonable adjustments’ – these alone do not constitute SEN).

The Code no longer allows for the identification of behaviour to describe SEN. Any concerns we have about a child with behavioural needs would form an underlying part of a wider need (above) which we have recognised and identified clearly. We would always carefully follow the steps outlined in our Behaviour Policy when dealing with behavioural issues.

5. A Graduated, Whole School Approach to SEN Support

Class teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching. The school regularly reviews the quality of teaching for all children, including those at risk of underachievement, through rigorous monitoring activities. Monitoring activities include- lesson drop ins, learning walks, book scrutiny, pupil discussions and lesson observations. Individual feedback and action plans for staff are regularly used to improve the quality of teaching and learning. At the end of the school year all data collected in relation to a member of staff is triangulated to give an overall view of the quality of teaching and learning to inform teacher appraisal.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEN Support**.

The process by which we decide that additional provision is needed, and to place a child on SEN Support is through:-

- teacher’s clear analysis of pupil’s needs
- teacher’s assessment and experience of the pupil,
- information pupil progress, attainment, and behaviour.
- individual’s development in comparison to their peers,
- the views and experience of parents,
- the child’s own views
- advice from external support services.

Every child on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person’s needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

Action	Who is involved?	What is involved?	Next steps
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Quality first teaching	The class teacher responsible for the pupils.	The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, a further intervention may be considered and monitored closely through the provision maps.
SEN support	The teacher responsible for the child informs the SENCO of the concern and gains further advice for the most appropriate intervention and next steps of support. The SENCO may request advice from an external agency if necessary. An IEP may be devised from the additional guidance given and the teacher involved delivers the plan of action.	Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. If an IEP is to be used it is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. IEP is reviewed regularly.	Most pupils should make progress with the additional help but if the strategies implemented mean that adequate progress is not made, permission will be sought from parents to consult with The Additional Needs Partnership where an action plan will be developed with the support of other SENCO's and the Educational Psychologist. Advice may also be requested from outside agencies.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

6. Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

7. Supporting Pupils and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information

about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements (see school website, in the school's prospectus p5)
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements (see FS policy, in school arrangements between classes, Kirklees Transition Plan)
- Our school policy on managing medical conditions of pupils (see school website, school info, Medical Guidance 15.12.14)

8.Supporting Pupils at School with Medical Conditions

At Holmfirt J I & N School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

9. Monitoring and Evaluation of SEND

- We capture the views of parents/carers' about our school regularly through questionnaires, feedback forms following events such as open afternoons, parental surveys, comment sheets attached to school reports and through an open door policy.
- The views of children are actively sought through their involvement in parent's evenings, IEP meetings, school council, questionnaires, interviews, circle times and through the PSHE curriculum.
- The Governing Body of the school looks closely at the school's strategic plan and they monitor progress against the key objectives in the plan. They monitor and question the schools data on progress and attainment and confirm the quality of teaching. The governing body know which groups of children in the school are not doing as well as they should, and why that might be. The governors speak to the Ofsted inspectors. Governors visit the school with a clear protocol linked to the schools priorities.
- Information that we gather is shared with parents, children and governors. It helps us look at policies and practise. It allows children to be more involved in their learning and be aware of their targets. The head teacher, all teachers and ETA's have annual appraisal. Staff are involved in regular CPD, curriculum development teams, moderation events, learning walks, book scrutiny, drop ins, pyramid meetings and network meetings.

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

10. Resources

a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

The school's SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national issues in SEND and the Holme Valley Additional Needs Partnership.

11. Roles and Responsibilities

- The SEN Governor is Heather Netherwood. The chair of governors meets with the SENCO once a week and monitors the progress of pupils/students with SEN

- The school employs 13 support staff. They carry out a range of roles across the school including general classroom support and 1 to 1 SEN support and are line managed by the Leadership team. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Diane Price
- The member of staff responsible for Looked After Children is Diane Price.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Kate Pearson and Gill Dyson.

12. Storing and Managing Information

We have a school policy on Information Management and Confidentiality.

We keep all IEP's, notes of visits/phone calls, medical letters, intervention information, statements, requests to outside agencies and their responses and any other information relevant to that child. Each child on the SEN register has a folder in the school office in a locked cupboard where all documents are stored. These folders remain in the school until the child moves to High School or transfers to a different school when all information will be passed on to the new school.

13. Reviewing the Policy

We will review this Policy within our school policy review cycle on an annual basis.

14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. Parents/carers can contact key staff by the caretaker's number which is displayed on the school door.

15. Dealing with Complaints

We have a Complaints policy and parents of all children can make a complaint through this channel.

16. Bullying

At Holmfirth J I & N School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in all our pupils. We have a Behaviour Policy and Safeguarding Policy.

17. Appendices

Some useful links:-

- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'

- <http://holmfirthjinschool.net/> - our school website has a school information tab where there is information about SEND, policies, pupil premium and parent questionnaires. There is also a tab called school council and one called attendance.