

# Sherwood Junior School

## Special Educational Needs Policy

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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special

educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Mission statement**

Sherwood Junior is an inclusive school. We have an open door policy and work with parents and carers to ensure that any barriers to learning are removed. Our core values underpin everything that we do at Sherwood Junior School. These are:

- We are determined
- We are a team
- We have self-belief
- We are respectful
- We are thoughtful
- We care
- We have a voice
- We aim high

## **1. Aims and objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- to create an environment that meets the needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

### **Objectives**

- **To identify the needs of pupils with SEN as early as possible.**  
Most children join Sherwood Junior school, having attended our Infant feeder school, Hetts Lane. In most cases they join us with their needs already assessed. We work closely with health and the Infant school to ensure a smooth transition into the setting. All children are assessed when they join our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

- **To monitor the progress of all pupils**  
The progress of all pupils is monitored closely. Regular assessments, both formal and informal, take place to identify children below and above national expectations and to monitor progress.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**  
A range of intervention strategies are implemented. The impact of these is monitored and acted upon when necessary. Individual and small group support takes place.
- **To work with parents**  
We operate an open door policy and encourage liaison and contact with parents and carers. We have "Welcome Meetings" for the parents/carers of new entrants into School. Termly opportunities are provided to discuss academic progress as well as opportunities to attend more informal occasions such as concerts, fayres and displays of work. Individual concerns are discussed when they arise at meetings with class teachers and the SENCo.
- **To work with and in support of outside agencies**  
We liaise and work with a variety of agencies to ensure that individual needs are met. These include:  
Speech and Language therapists who provide programmes of work, where appropriate, which are followed in school.  
We work with Sure Start and Peace of Mind to support the emotional and well-being needs of identified pupils.  
Schools and Families Specialist Services offer advice and support when necessary
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**  
A well established school council ensures that all pupils have a voice and their views are respected. Ongoing improvements are planned for and monitored to ensure a safe, imaginative and happy learning environment.

## **2. Responsibility for the coordination of SEN provision**

- The person responsible for overseeing the provision for children with SEN is the head teacher.
- The person co-ordinating the day to day provision of education for pupils is Lindsay Murphy (SENCO).

## **3. Arrangements for coordinating SEN provision**

The SENCO is responsible for monitoring and updating records for individual pupils such as Provision maps, target setting and review minutes.

#### **All staff can access:**

- Sherwood Junior Schools SEN Policy;
- Provision maps for individual and targeted groups of pupils;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in a variety of formats in order to aid the effective co-ordination of the school's SEN provision. All members of staff are given regular, up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

### **4. Admission arrangements**

Please refer to school website for information re admission policy and arrangements. We liaise with other schools within the Meden Family to ensure a smooth transition between all key stages.

### **5. Specialist SEN provision**

A dedicated TA for Speech and Language

Use of Signs and Symbols

Continuing Professional Development (CPD) is ongoing to meet the needs of pupils

A dedicated TA for 'Make a World'

Family Support Worker

### **6. Facilities for pupils with SEN**

Differentiated Curriculum and provision

See Access Plan (2015-2017)

Sherwood Junior School has a lift for access to the top floor.

### **7. Allocation of resources for pupils with SEN**

All pupils with SEND have access to Element 1 and 2 of the school's budget which equates to £6,000.

Some pupils are entitled to Pupil Premium which is closely monitored and allocated by the head teacher in discussion with SLT.

Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools).

For pupils with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual

applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

## 8. Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy

### A graduated approach:

#### *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

#### *SEN Support*

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### ***Assess***

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### ***Plan***

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### ***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil

and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an E.H.C plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting the Parent Partnership Service on:

**0115 948 2888**

### ***Education, Health and Care Plan [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting.

Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

A variety of support is used to meet the needs of individual pupils. This could be on a small group or individual basis. Work is differentiated according to ability and need either by task, resources or support.

A provision map is updated termly following teacher assessments to ensure that all individual needs are met.

Outside agencies such as SALT provide programmes of work to be followed in school.

"Make a World" and "Peace of Mind" is used to support children's emotional needs when appropriate.

Parents are signposted to access further support outside of school and in the wider community.

The SENCO works closely with class teachers to ensure they are fully informed of any SEN by sharing medical reports, looking at progress, carrying out assessments and discussing any concerns.

Training and learning opportunities for staff are provided on the subject of SEN and SEN teaching. Appropriate individual targets are set that motivate pupils to do their best, and achievements are celebrated at all levels.

## **10. Inclusion of pupils with SEN**

The headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership team to ensure that it promotes the inclusion of all pupils. This includes learning outside of the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupils are encouraged to respond to comments written by staff on their work. Questionnaires are completed by various groups and on a variety of school related issues.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. This informs of the impact and effectiveness of different intervention strategies. Provision mapping is reviewed and updated termly. The findings are then evaluated and acted upon.

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

A copy of the complaints procedure is available on the school website

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

## **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

Annual attendance at SENCo conference  
Training for Midday supervisors (Positive behaviour strategies)  
Dealing with Diabetes  
Use of Signs and Symbols

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues.

The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

The following services may be involved as and when is necessary:

Speech and Language Therapy  
Schools and Families Specialist Services

## 15. Working in partnerships with parents

Sherwood believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

We operate an open door policy and encourage liaison and contact with parents and carers. We have "Welcome Meetings" for the parents/carers of new entrants. Termly opportunities are provided to discuss academic progress as well as opportunities to attend more informal occasions such as concerts, fayres and displays of work. Individual concerns are discussed when they arise at meetings with class teachers and the SENCo.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor may be contacted at any time in relation to SEN matters.

## 16. Links with other schools

The school is a member of The Meden Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### Transition

Transition within school is designed to be seamless. Discussions at staff meetings ensure that all staff are aware of the needs of individual pupils. Records and information is passed on by the SENCo at the beginning of each new school year. Liaison with Secondary Schools begins early in Year 6 or when appropriate for individual pupils. All parents have the opportunity to attend a meeting and pupils attend for at least one day before the start of the autumn term. The SENCo meets with the Secondary School SENCo to discuss any SEN issues. Meetings also take place between the feeder infant school and the SENCo to discuss the children entering Year 3. If appropriate extra visits are arranged.

## 17. Links with other agencies and voluntary organisations

Sherwood School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- Schools and Families Specialist Services
- Specialist Outreach Services

The head teacher is the designated person responsible for liaising with Social Care

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Signed \_\_\_\_\_ [Name]  
(Headteacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name]  
(SENCo)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name]  
(SEN Governor)

Date \_\_\_\_\_