



AKELEY WOOD
SCHOOL

AKELEY WOOD JUNIOR SCHOOL & NURSERY: SPECIAL EDUCATIONAL NEEDS

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at Akeley Wood Junior. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles underpinning all the work of the School.

Akeley Wood Junior School & Nursery is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties. Children, whose individual needs can be met within the nursery/school are admitted at the discretion of the Headteacher in consultation with the Special Educational Needs Coordinator (SENCO) and may be reviewed after six months. Children entering the main school will normally spend a day in the classroom with their year group and be assessed by the Class/Form Tutor and/or other staff. This may involve the use of specific tests. The Head will discuss the needs of the individual child with the School's Special Educational Needs Coordinator (SENCO). If the school is able to meet those needs, and the child meets entry requirements, then the child may be accepted.

2. Principles

At Akeley Wood Junior School & Nursery we have due regard for the guidance in the SEN Code of Practice (2014) which accompanies the Equality Act 2014. We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for SEN.
- b) All pupils are fully integrated into school life .

- c) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- d) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs.
- e) We recognise that responsibility for SEN is a whole-school issue and lies collectively with all staff, supported by the SENCO and the Senior Leadership Team. We aim to equip all staff to meet a wide range of children's needs, through the effective use of teaching and learning strategies, differentiation.
- f) All children have a right to a broad, balanced and relevant education. We believe that SEN should be addressed by using a variety of groupings, settings implementation of reasonable adjustments and differentiation strategies to ensure full curricular access for all children.
- g) It is our experience that pupils who experience success within a positive educational environment, show improvements to their self-esteem, which, in turn, has a significant impact on their achievement.
- h) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEN provision aims to actively involve children in this process in an age appropriate way.
- i) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning and development. We will fully inform them about SEN provision for their child(ren), seek their input and advice in supporting their child(ren) and meet with them termly to share planning of provision, progress and outcomes.
- j) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs provision at Akeley Wood Junior are:

- to recognise that some children have difficulties which call for special educational provision;

- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The Special Educational Needs and Disability Code of Practice:0-25 (DFE 2015) and the Equality Act 2010*;
- to give every child with SEN the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.

3. Definitions

Definition of SEN

A child has special educational need where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. [SEND Code of Practice, 2014, p.6] .

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

- has a significantly greater difficulty in learning than the majority of others of the same age,

or

- 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

[SEND Code of Practice, 2014, p.6]

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20). Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21).”

Definition of Disability (The Equality Act 2010 and Schools ,2014 p. 25)

A person with a disability “has a a ‘physical or mental impairment’ which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’.

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught.

SEN can be categorised into:

- communication and interaction;
- cognition and learning ;
- social, emotional and mental health difficulties;
- sensory and/or physical needs

As the SEN Code of Practice (2014) guides, pupils with behavioural difficulties will be included as having special educational needs even if they do not have learning, or physical or sensory difficulties.

4. Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. ***All teachers are teachers of children with special educational needs.***

The role of the SENCO (adapted from SEND Code of Practice 2015 , p. 108)

SEN arrangements are coordinated by the SENCO for the main school and Early years SENCO for the Nursery.

These roles include:

1. overseeing the day to day operation of the school's SEN policy;
2. co-ordinating provision for children with SEN;
3. liaising with the relevant Designated Safeguarding Lead where a looked after pupil has SEN;
4. advising on the graduated approach to providing SEN support;
5. advising on the deployment of resources to meet pupils' needs effectively;
6. liaising with parents of pupils with SEN;
7. liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
8. being a key point of contact with external agencies'
9. liaising with the potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned'
10. working with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
11. ensuring that the school keeps the records of all pupils with SEN up to date;
12. carrying out observations and assessments of individual pupils to help support and provide for them;
13. liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
14. coordinating 1:1 and group learning support, and where appropriate, delivering this;
15. keeping the head teacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
16. tracking pupils' progress;
17. overseeing records for all pupils with SEN;

18. identifying and monitoring areas of need and provision across the school, reporting to the head teacher;
19. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
20. alongside class teachers, liaising with parents of children with SEN, keeping notes as appropriate;
21. contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEN coordinators in Cognita schools;
22. liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
23. ensuring that suitable examination and other assessment arrangements are applied for, ensuring that appropriate resources are made available; and
24. managing the SEN team of TAs.

The role of the teachers

1. Teachers are required to make regular assessments of progress for all pupils, identifying pupils making less than expected progress given their age and individual circumstances
2. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff
3. Teachers will provide high quality teaching, differentiated for individual pupils, making appropriate reasonable adjustments;
4. Where a pupil is making less than satisfactory progress teachers will, in conjunction with the SENCO, make a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, pupil monitoring records, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external agencies.
5. When a pupil is identified as having SEN, teachers will continue to provide high quality teaching, differentiated for individual pupils, taking into account and contributing to SEN Support records (SEN Support forms) and termly reviews as well as pupils' one page profiles.
6. Class teachers will initiate and review termly pupil's SEN Support forms (SEN monitoring forms), with input from subject teachers and the SENCO.
7. Teachers will direct the support from learning support assistants in their classrooms.
8. Class teachers will liaise with parents of identified pupils, meeting termly to share planning of provision, progress and outcomes, Meetings may be held jointly with the SENCO.

The role of the Nursery Room Manager/Key Workers

1. Room Managers and Key Workers carry out ongoing observation and assessment of children against the Early Learning Goals.

The role of the Headteacher

1. Ensure that the SENCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;

2. Liaise with SENCO regularly regarding individual children ;
3. Liaise with SENCO regarding strategic decisions concerning SEN; including evidence regarding effectiveness of current policy and practice
4. Discuss staff training needs with SENCO;
5. In discussion with SENCO arrange sharing of good teaching practice;
6. Look at resource requests for the Learning Support department; and
7. Share information on SEN with the school's Cognita Education Officer.

5. Processes

Identification

Identification occurs through the monitoring of progress, gathering of information, discussion with the SENCO, observation and assessment.(See point 4 under Role of the Teachers above). Depending on the results of these discussions and assessments a child may or may not receive SEN Support. Intervention may be offered regardless of a special education need being identified.

Within Akeley Wood Nursery children's progress and development is constantly monitored through staff observations and progress checks.

At Akeley Wood Junior School the progress of all children is carefully monitored by subject teachers, class teacher and the Senior Leadership Team through regular teacher assessment and summative assessment as well as the completion of Assertive mentoring tracking sheets. When a pupil is performing below the expected level or is making less than expected progress the class teachers will plan targeted support through a variety of means e.g. target homework, in class differentiation, pupil progress groups, additional adult support in class, access to SEN team lead interventions. The effectiveness of provision will be reviewed half termly/termly as appropriate.

Less than expected progress can be progress which:

- Is significantly lower 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 the child and their peers
- Widens the attainment gap

(SEND Code of Practice 2015)

Where the gap in attainment does not begin to close, the teacher will gather evidence and speak to the SENCO, who may carry out testing and further assessment. A decision will be made as to whether it appears the child is experiencing a Special Educational Need. Identification of SEN occurs through the monitoring of progress ,gathering of information, discussion with the SENCO, observation and assessment.

Different and Additional Provision

Where a pupil is felt to be experiencing a Special Educational Need their progress will be monitored through an SEN Support (monitoring) form which is completed by the Early Years SENCO or the class teacher and core subject teachers in conjunction with the SENCO. The form may include achievement levels, information regarding the next steps for learning in reading, writing, maths and individual target areas, SMART (short, measurable, achievable, realistic, time restrained) targets and the planned provision. The views of the pupil and parents will be sought, in relation to the pupil's progress, strengths, difficulties being experienced, effective strategies for teaching and learning and planned provision through discussion and the completion of questionnaires. This, along with information gathered by school and through any external reports that are available will be summarised into a One Page Profile by the SENCO. All teachers will use the one page profile to inform them of the pupil's strengths, interests, needs and appropriate differentiation and strategies to be used in the classroom. Reasonable adjustments to be made will also be recorded, informing planning.

The pupil will continue to receive effective, high quality teaching within the classroom and, in addition to this, will benefit from provision which is additional to or different from the majority of other pupils. The provision package for each child will be devised as a response to the needs of the individual pupil. SEN provision may include the use of in class teaching and learning strategies, additional in class adult support, small class groups for English/maths possibly with the support of an additional teacher or teaching assistant, small booster groups, Touch Typing Club, social skills groups, the Steps2progress programme or 1:1 / 1:2 support sessions with a teacher or teaching assistant working on identified targets including Speech and Language Therapy follow up. The child may also benefit from working with visiting professionals e.g. the School Counsellor, Speech and Language Therapist, Occupational Therapist.

The SEN Support planning will follow a cycle of 'assess, plan, do, review'. The class teacher, with support from subject teachers and the SENCO will review the pupil's progress and provision termly, meeting with the parents to share information and listen to the parent's views. Notes on the discussions during meetings will be recorded on the SEN Support form.

Requests for Education, Health Care Plan Assessment

For an extremely small number of pupils, the provision that can be made within school may still not adequately support their needs. At this point, where appropriate, the SENCO will discuss the possibility and implications of a request for an Education, Health, Care Plan assessment. Taking the strict Local Authority criteria in to account, an Education, Health, Care Plan assessment can be requested from the Local Authority (LA), preferably with the support of the teachers and SENCO and following consultation with the Head Teacher. The SENCO, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation, *progress, achievement and SEN Support*.. Intervention and record keeping continues through the assessment process.

The assessment may result in an Education, Health Care Plan . A pupil with an EHC Plan will have their progress reviewed **each** term with teachers/SENCO/ parents and annually with outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCO to collate these records and to maintain the pupil's file.

Examination Procedure

Where it is recommended within an Educational Psychology report, under the guidance of the SENCO, teachers will allow pupil's special arrangements (up to 25% additional time, personal space in order to sit tests) for internal tests.

Where requested the SENCO, on behalf of the Head Teacher, will complete the necessary forms to apply for special arrangements for the 11+ exam.

6. Testing

Assessment


As a **guiding principle** tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

Assessment may include:

- basic background details about the pupil. This may include a taster sessions;
- more detailed background including parents' questionnaires and details of the pupil's medical history;
- taster days prior to entry;
- assessments of the pupil's reading age using a test which provides a standardised score;
- Assertive Mentoring Stages;
- informal assessments by the class teacher;
- A single word spelling test;
- Sentence reading test;
- NGRT Reading test, giving decoding and comprehension scores;
- Progress in Maths;
- Progress in English;
- A screening test for Dyslexia;

- MALT diagnostic computer based maths assessment;
- LASS 8-11 (assessment of visual memory, auditory-verbal memory, phonic reading skills, phonological processing ability, single word reading, sentence reading, spelling, reasoning);
- British Picture Vocabulary Scale

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Signed 
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