



Inspiring Today's Child for Tomorrow

Special Educational Needs (SEN): Policy



The Inclusion Co-ordinator

Ashfield Junior School

September 2018

Next review due: September 2019

Ashfield Junior School Special Educational Needs (SEN) Policy Update September 2018



This policy should be used in conjunction with all other Ashfield policies. It should also be seen as part of the Disability Equality Scheme to reflect the school's identification of barriers to learning and participation and appropriate provision for pupils' diverse needs.

1. Definitions

The following abbreviations are used throughout this policy:

EHCP – Education Health Care Plan

EP – Educational Psychologist

HLTA – Higher Level Teaching Assistant

LA – Local Authority

INCo – Inclusion Co-ordinator *

PM – Provision Map

PPM – Personal Provision Map

SaLT – Speech & Language Therapist

SEN – Special Educational Needs

SENCo – Special Educational Needs Co-ordinator *

SEND – Special Educational Needs & Disabilities

SIP – School Improvement Plan

SMART – Small, Measurable, Attainable, Relevant, Time-related targets

SpLD – Specific Learning Difficulties

TA – Teaching Assistant

***N.B: The SENCo role falls within the role of INCo. The terms SENCo and INCo are used interchangeably within this policy to reflect where SEN falls within the wider scope of Inclusion. There is one appointed person who is responsible for SEN and Inclusion and is thus acting as both SENCo and INCo.**

The statutory definition of Special Educational Needs is:

“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 so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.” (Code of Practice 2014 1:8)

Children with SEND should be recognised as individuals who have strengths and weaknesses that can be supported.

Children may have SEN if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the areas of the Local Authority.
- Are under compulsory school age and fall within the definition of the two criteria above or would do so if special educational provision was not made for them.

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

Special Educational Provision means:

“Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.” (Code of Practice 2014 6:2)

At Ashfield Junior School, we consider children to have SEN if a child’s needs cannot be met within the class teacher’s differentiated planning as they require individual, targeted support to access the Curriculum or behavioural needs which require specific intervention.

According to the Code of Practice 2014, Special Educational Needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.” (Code of Practice 2014 6:3)

2. Aims

The aims of SEND within Ashfield Junior School are:

- To identify, at the earliest opportunity, all children who need special consideration to support their physical, sensory, social, mental, emotional, communication, interaction or cognitive development.
- To ensure that these children are given appropriate support to allow each child access to the National Curriculum based on the assessment of their needs.
- To ensure an inclusive approach for children with SEND by ensuring children are fully included in all activities of the school in order to provide them with a broad and balanced Curriculum.
- To work in partnership with parents/carers and other relevant parties, accept and value their contribution and involve them fully in decisions made about their children’s education.
- To liaise with outside agencies and other schools to ensure effective and cohesive support.
- To listen to the voice of the pupil and parent/carer and to involve pupils with SEND in the review process.

3. Admission and Liaison with Other Schools

Admission arrangements are in accordance with the current Hertfordshire County Council Admission Policy.

Links with Other Schools:

- Prior to a child attending Ashfield all relevant SEND information is sought and meetings are arranged to discuss children’s needs.
- If a child leaves Ashfield all of their SEND records are transferred to the receiving school.
- We will ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for the children.
- Annual reviews of EHCPs for Year 6 children will involve inviting a representative from the receiving school. Where a child is on the SEN Register but does not have an EHCP, the SENCo from the appropriate Secondary School may be invited to a meeting to discuss the child’s needs.

4. Teaching and Learning

The Code of Practice 2014 clearly sets out expectations for the teaching and learning of children with SEND.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils.”

(Code of Practice 2014 6:5)

At Ashfield Junior School, we follow the National Curriculum and, in teaching and learning of children with SEND, we recognise:

- High quality teaching for all pupils but differentiated for individual pupils
- The importance of a broad and balanced Curriculum, offered to all pupils
- That children with SEN are set realistic targets whilst maintaining high expectations
- The importance of regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement
- The regular assessment of children with SEND to ensure that they are making progress and that the support in place is appropriate

The Code of Practice 2014 describes the National Curriculum requirements as:

“Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. Potential areas of difficulty should be identified and addressed at the outset of work.” *(Code of Practice 2014 6:5)*

The School’s Teaching & Learning Policy provides greater detail regarding SEN.

5. Identification & Assessment

Identification

The identification of SEN is built into the school’s overall approach to monitoring the progress and development of all pupils. This is done, at least termly, through Pupil Progress Meetings and involves class teachers, HLTAs, the SENCO and the Head Teacher. These meetings identify where pupils are falling behind or making inadequate progress and involve discussion regarding next steps for these pupils.

Pupil Progress Meetings involve the use of Chris Quigley’s Depth of Learning (DOL) assessment system to interpret data for all pupils within the school as well as other assessments made in school or from outside agencies.

Monitoring of progress with regard to attainment includes some of the following mechanisms:

- Analysing the impact of the Assess, Plan, Do, Review Cycle
- Scrutiny of Data
- Progress in relation to Age Related Expectations/School targets
- Statutory and non-statutory test results
- Reading/spelling assessments
- Specialist assessment tests
- Teacher assessments
- Progress in relation to PPM targets
- Views of parents and pupils

Monitoring of progress with regard to personal and social development can include:

- Analysing the impact of the Assess, Plan, Do, Review Cycle
- Individual Behaviour Plans
- Hertfordshire Behaviour Questionnaire
- Strengths and Difficulties Questionnaires
- Views of parents/carers and pupils
- Behaviour log / incident forms

The above mechanisms support us in recognising when children are not making adequate progress so that strategies can be implemented.

Adequate progress, as defined in the Code of Practice 2014 6:5, can include progress which:

- is similar to that of peers starting from the same baseline
- matches or betters the child's previous rate of progress
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider

“Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child.” (Code of Practice 2014 6:5)

Assessment

Discussion, initiated by the class teacher, will take place with the SENCO and parents/carers if a child does not appear to be working within the definitions of adequate progress (see above). At this point assessments will be carried out to determine the specific area/s of difficulty so that appropriate teaching strategies/resources can be considered.

Ashfield Junior School regularly use the following published assessments when identifying areas of difficulty (this is not an exhaustive list):

- Neale Reading Analysis
- Parkside Specific Learning Difficulties Base Screener
- PM Benchmark Kit
- Sandwell Early Numeracy Test for KS1 and KS2-KS3
- Cognitive Abilities Test 3
- Working Memory Rating Scale

- British Picture Vocabulary Scale (BPVS)
- Visual Stress Screener

All assessments are considered through discussion involving all adults working with the child, as well as the child's own views and the views/concerns of their parents/carers.

6. Graduated Approach & Provision for Pupils with SEN

The Code of Practice 2014 describes a 'Graduated Response' to supporting pupils with SEN, which describes four types of action forming part of a cycle.



Assess:

Results of assessments are shared with parents/carers and regularly reviewed as part of the review process. Where outside professionals are involved with the child, their input is sought and considered at this stage. Where professionals are not already working with school, the SENCo considers which professionals would be relevant to support the child's needs and discusses this with parents/carers before making any referrals.

Plan:

Once the assessments, described in the previous section, are completed, these will be used to discuss the child's needs and to help ascertain whether the child needs to be placed on the SEN Register. Where it is decided to place a child on the SEN Register, the parents **must** be notified. If Parents/Carers do not acknowledge/attend invited meetings, the school will continue to place the child on the SEN Register.

Class teachers agree, in consultation with the SENCo, as to suitable interventions and support for individual pupils. This is usually discussed in Pupil Progress Meetings where provision for **all** children is considered.

The outcomes of the Pupil Progress Meetings are as follows:

- The INCo is responsible for producing the Year Group Provision Map based on discussion during the meeting (*see Appendix A* for a blank Year Group Provision Map). The provision map details the interventions or 'booster programmes' that are in place to support the needs of these identified pupils.
- The INCo timetables the booster programmes, deploying TAs as appropriate and distributes a planning and assessment proforma (*see Appendix B*) to TAs/Teachers responsible for overseeing these booster programmes.
- It is the responsibility of the class teacher to support and liaise with HLTAs & TAs regarding boosters and to ensure that the support in the classroom reflects the support provided in these booster sessions. E.g. where a child uses specific equipment to support their sentence structure in a booster session, this should be carried through to writing activities in the classroom.
- Booster programmes are evaluated at the end of each term by the INCo in conjunction with the class teacher, HLTAs and TAs to ensure that children have made progress.

- The provision mapping procedure follows a termly cycle of Assess, Plan, Do, Review as stated in the Code of Practice 2014 (*see Appendix C*).

Personal Provision Maps (PPMs)

For children on the SEN Register a Personal Provision Map (PPM) may be written which is used in conjunction with the Year Group Provision Map. A PPM ensures specific targets are addressed and planned for whilst including parents/carers at each stage of the process. The class teacher is responsible for writing and reviewing the PPM, inviting parents/carers to the PPM meeting and for overseeing the support for the child. The SENCo will join PPM Meetings, where appropriate.

Process for writing a PPM:

- Parents/carers are invited to a SEND Planning Meeting to discuss progress and agree areas of focus for the PPM. Parent and Child questionnaires are sent out before the meeting so that there is an opportunity to collate thoughts prior to the SEND Planning Meeting (*see Appendix D*).
- Immediately after the SEND Planning Meeting, the class teacher writes the PPM ensuring containing SMART targets (*see Appendix E*) is written by the class teacher and agreed by the INCo which reflects external advice for the child, if appropriate.
- PPMs will contain short term targets for the child, teaching strategies to be used, provisions in place, review date and success/exit criteria. These provisions may also be reflected within the Year Group Provision Map.
- Main provision is in class but with individual or small group support by a teacher, HLTA, TA or outside agencies in class and/or in withdrawn sessions.

Overcoming Barriers Checklists:

An 'Overcoming Barriers Checklist' is completed for all SEND children to highlight additional support/adjustments in place for children (*see Appendix D*). It highlights key classroom adaptations/support that is required in order to minimise barriers to learning. These checklists are designed to be used alongside PPMs (where applicable) and to be reviewed at least annually or as needs/support changes.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This is detailed on the Year Group Provision Map and also within the PPM and/or Overcoming Barriers Checklist.

Do:

The emphasis in the Code of Practice 2014 is very much for the class teacher to be responsible for the child's needs on a daily basis.

"The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved" (Code of Practice 2014 6:5)

HLTAs and TAs keep detailed notes regarding interventions, as well as registers, in the Green Files which are kept in each year group. These formative assessments feed into the review process and ensure that continual assessments are being made against children's targets.

Review:

The effectiveness of interventions (boosters) are reviewed within the agreed timescale and the impact on the child's progress is considered carefully. New interventions/support for individual children is considered in light of the impact of these evaluations and is discussed with the child as well as their parents/carers during SEND Planning Meetings where the PPM is discussed.

Sharing information with parents/carers during SEND Planning Meetings:

- The PPM is reviewed at least termly with the class teacher, child and Parents/Carers and INCo (to be involved if necessary) through invitation to SEND Planning Meetings. These are usually held in the first half of the Autumn, Spring & Summer terms. After the meeting, the class teacher writes the PPM and sends copies home to parents/carers. The PPM review must be signed by the child, parent/carer and class teacher and the new PPM must indicate how the child and parent/carer will support these targets.
- Year Group Provision Maps **will not** be shared with parents/carers due to the nature of their confidential information. However, the new PPM will be completed in relation to the new support that is in place for the child alongside the review of their progress.
- All completed PPMs are kept in the class teacher's Inclusion File and copies must be provided for parents/carers.

6.1 The Local Offer & SEN Information Report

The Local Authority publishes a local offer, setting out in one place information about provision they expect to be available for children and young people in this area who have SEN, including those who do not have EHCPs. For further detail please see:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

The local offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Ashfield School has also published its SEN Information Report which reflects the School Local Offer as well as the School SEN Policy. The SEN Information Report is designed to answer key questions regarding how the school manages children with SEN, in a clear, accessible way. Please see Ashfield School Website.

6.2 Involving Outside Agencies

Outside agencies working to support pupils with SEND at Ashfield School include the following (this is not an exhaustive list):

- Speech & Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology Service
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Parkside Specific Learning Difficulties Base (SpLD Base)
- Chessbrook Education Support Centre
- Colnbrook Moderate Learning Difficulties Outreach Support
- Advisory Teachers (e.g. Communication Disorders Advisory Teacher, Physical & Neurological Advisory Teacher, Visual Impairment Team and Hearing Impairment Team).

Outside professionals may already be identified from health or social services and it is good practice for these to liaise with the school but this involvement **does not** automatically mean that the child should be on the SEN Register.

6.3 Assessments for Education & Health Care Plans (EHCP)

Education Health Care Plans are put in place for pupils with long term, significant needs, including educational and health care needs. A request is made to the LA to make a detailed assessment of the child's educational and health needs and the type of provision that might be required to ensure that the needs of the child are met. The request can come from the school or parents/carers.

Parents/carers, the child and the school are supported by facilitators to articulate their aspirations for their child's future and to develop Person Centred Outcomes that will lead to those aspirations being met. A personal budget may be available and devolved to parents/carers to make additional provision, above what is already available for the child.

7. Funding Arrangements for SEN

The school receives an annual ‘Predictable Needs’ SEN budget which the Head teacher is responsible for managing. This budget is allocated from the LA and is based on a specific formula as set out in the LA’s guidance for Mainstream SEN Funding.

Need	Definition
Predictable Needs	A child who has needs which can be effectively met by using the school’s resources and accessing resources from the LA such as E.P visits or advisory teachers. Funding for these children comes from the school’s Predictable Needs SEN Funding.
Exceptional Needs	A child who has such specific needs that they cannot be solely met through the school’s resources or accessing outside resources. These children sometimes only require funding for a fixed amount of time and the school applies to the LA for Exceptional Needs Funding.

Funding for Children with Predictable Needs

Funding for these children is to be allocated by the school from the Predictable Needs SEN budget. This is managed by the Head teacher and SENCo and takes into account the different needs of children on the SEN Register when allocating funding. The allocated funding is reviewed regularly to ensure that it best meets the needs of the children on the SEN Register, throughout the academic year.

Funding for Children with Exceptional Needs

For any child on the SEN Register, the school may consider a child to have Exceptional Needs at any specific time. If this is the case, the SENCo, in conjunction with the Head teacher, will look closely at the child’s needs to ascertain whether their needs are indeed ‘exceptional.’ The school uses the criteria from the LA to make judgements under specific headings and completes a proforma, as provided by the LA. If the child appears to meet the criteria for Exceptional Needs, then the INCo and/or Head teacher puts forward the case at the next Exceptional Needs Cluster Meeting which is held termly in the first half of each term. This cluster group consists of representatives from local schools within the Cluster Group as well as an Educational Psychologist and a representative from the LA SEN Team.

The group judges whether the child is deemed to have an Exceptional Needs and if so, the case is forwarded to a District Panel meeting, made up of the following representatives:

- Senior SEN Manager
- School Effectiveness Adviser and SEN Adviser
- Senior EPS representative
- Senior Support Service/Outreach representative

- Parent Partnership representative
- Cluster representative from each of the clusters in the district
- District Head teacher

The Panel group meets in the second half of each term and their decision is final with regard to whether a child may have exceptional needs or not. The Panel provides written feedback to the School regarding the application. If the application is deemed acceptable, the school receives additional funding for the named child under the heading of Exceptional Needs Funding. This money is 'ring fenced' for the named child and is only awarded for a fixed amount of time e.g. 2 terms. If the application is rejected, the school can still make a further application for the same child in the following term.

If the school considers that they have no requests for Exceptional Needs Funding, the SENCo and/or Head teacher will still attend the Cluster Group Meetings in order to make judgements on applications made by other schools.

8. Roles and Responsibilities

It is the responsibility of the whole school to make provisions for pupils with SEN.

Governing Body

Ashfield Junior School's Governing Body has appointed a member with a specific brief for SEN. The Governing Body ensures that necessary provision is made for any pupils with SEN. The Governing Body reports to parents/carers annually on the implementation of the school's policy for pupils with SEN. School Governors have a responsibility to ensure that all teachers are made aware of the importance of identifying children with SEN, and also of making suitable provision for such children and to support the schools endeavours in this respect.

Head Teacher

The Head Teacher has responsibility for managing the budget for provision for children with SEN. She will keep the Governing Body fully informed and work closely with the SENCo and the SEN Governor.

INCo/SENCo

The SENCo, in conjunction with the Head Teacher and the SEN Governor, manages day to day issues regarding SEN as well as leading areas of development.

The key responsibilities of the SENCo include:-

- Overseeing the day-to-day operation of the schools SEN policy
- Overseeing provision for children with special educational needs and disabilities
- Liaising with and advising fellow teachers, HLTAs and teaching assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents/carers of children with special educational needs
- Maintaining the SEN/Inclusion Register, ensuring it is updated termly.
- Creating termly Year Group Provision Maps as a result of Pupil Progress Meetings.
- Contributing to the in-service training of staff

- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Ensuring that appropriate PPMs are in place for children, where necessary
- Assessing children either in class or in small groups outside the class.

Class Teachers

All teachers make provisions for pupils with special educational needs. The class teacher is primarily responsible for teaching those in his/her class with SEN and for differentiating the Curriculum accordingly. They write PPMs and complete 'Overcoming Barriers Checklists' for children in their class. All class teachers have an Inclusion File which contains all the information for any SEND pupils in their class. Class teachers are responsible for regularly monitoring the 'Green Files' (see below) regarding the progress of their pupils in relation to 'booster' programmes. Class teachers also have responsibility for the upkeep of the 'TA/Teacher Daily Communication Diary' where clear direction for support staff is contained and where teachers can respond to comments made from support staff.

Higher Level Teaching Assistants

The HLTAs work collaboratively with class teachers ensuring that there is close liaison regarding 'booster programmes' that are in place for specific children. This ensures clear continuity between targeted areas in 'booster' sessions and the provision that is in place for those children in class. HLTAs attend Pupil Progress Meetings where they can contribute to the review of progress as well as discuss next steps for SEND children. HLTAs support TAs in their daily work through mentoring and coaching TAs in their support of children in class or their role in 'booster programmes.' They ensure that records within the 'Green File' are maintained in order to provide ongoing records to monitor children's progression.

Teaching Assistants

The Teaching Assistants liaise closely with the year group HLTA and class teacher to implement the PPMs. They ensure that records within the 'Green File' are maintained in order to provide ongoing records to monitor children's progression and that all relevant paperwork is kept within the 'Green File.'

Partnership with Parents/Carers

The school encourages parents/carers to play a positive and active role in the education of their child through the development of mutual respect and partnership with the school.

Parents/carers are consulted and informed at every stage of their child's progress, through discussion with the class teacher and/or SENCo. Their views, knowledge and experience are sought, welcomed and valued when assessing, making decisions and reviewing the progress of their child. If a parent/carer raises a concern, the class teacher will collect and assess any evidence and discuss the situation with the parent/carer. The SENCo will be informed and, if appropriate, the child will be monitored and assessed closely. If, after assessing and monitoring impact of provision, the child's needs continue to be cause for concern, the decision may be made, in conjunction with the parent/carer to place the child's name on the SEN register. Provision and interventions for the child will be documented within the Year Group Provision Map.

Parents/carers have access to information, advice and support during assessment and any related decision-making process about special educational needs provision. They also have access to the Kids Hub West where they can access further, impartial advice.

Pupils

Pupils are involved in reviewing their progress in relation to their targets and agreeing and implementing strategies within PPMs, Pupil Passports etc.

9. Facilities and Resources

The school has access to the following facilities and resources:

- All members of staff share their knowledge, experience and expertise.
- SENCo has regular meetings with SEN Governor.
- Access to appropriate courses/training. Training and development needs are identified through the School's Improvement Plan and through the staff and TA Appraisal process.
- Annual dedicated budget for SEN resources which is monitored by the SENCo.
- Specialist resources are available in the Stripy Room & Library in the SEN cupboards.
- Specialist assessment resources are available for use by the SENCo and those trained to deliver them and are kept in the INCo's Room.
- Specialist reports and advisory documents are in the INCo's Room.
- Access to Specialist advisory teachers, Educational Psychologists, Educational Support Bases (ESCs) etc. through the SENCo.
- General resources available in all of the classrooms and are for use by all.
- ICT Software – Clicker 6 & Nessie Fingers on the computer network.

The Head Teacher, SENCo, Class teachers, HLTAs and TAs all have a joint responsibility for monitoring and assessing children on the SEN Register.

SEN assessment records are maintained within class teacher's Inclusion Files, Green Assessment files and within the SENCo files.

Inclusion Files contain:

- A section for each child on the SEN Register
- Pupil Passports
- PPMs and Overcoming Barriers Checklists
- Copies of advice and reports from external agencies
- Any additional assessment records
- Labelled sections relating to other areas of Inclusion

Class teachers are responsible for maintaining the records within the Inclusion File and ensuring that any external advice is reflected in pupils who have PPMs. The SENCo is responsible for ensuring that teachers are provided with external advice received for these pupils.

Green Assessment Files contain:

- A section for each of the Intervention 'Booster' Programmes containing weekly planning and assessment proformas, (*see Appendix B*).
- Copies of latest PPMs for children, where necessary (*see Appendix D*).

- Any additional work/records which relate to a child's learning which doesn't fit into a specific subject book e.g. an activity from 'Listen, Think & Do.'

HLTAs & TAs are responsible for maintaining intervention proformas and ensuring that the Green File is well organised. Class teachers are to support TAs with the planning of intervention programmes and to check the Green File is being regularly updated.

10. Working in Partnership with Parents/Carers

The SEN Code of Practice states the key principles involved in communication with and working in partnership with parents/carers.

We strive to work in partnership with parents/carers by:

- Listening and implementing views of parents/carers of children with SEND through our SEND Parent Focus Group which meets termly to discuss key issues relating to SEND.
- Having positive attitudes towards parents/carers, respecting the validity of differing perspectives.
- Providing user-friendly information and procedures and being aware of the needs parents/carers might have in respect of a disability or communications and linguistic barriers.
- Recognising the pressures a parent/carer may be under because of the child's needs.
- Acknowledge the importance of parental knowledge and expertise in relation to their own child.
- Gaining parental permission before referring them to specialists for support.
- Inviting parents/carers to Review of Progress Meetings and sharing PPM targets with them.
- Ensuring regular communication between home and school regarding progress of a child with SEN.
- Ensuring parents/carers are told about support groups when SEN are identified.

Parents/Carers have a responsibility to communicate effectively with professionals by:

- Communicating regularly with the school
- Alerting the school to any concerns
- Fulfil any obligations under home/school agreements and regarding any parental involvement on PPMs
- Signing relevant documents when invited to do so
- Avoiding absence for their child for any reason other than illness

11. Complaints Procedure

Parents/Carers are encouraged to come into school to talk about any aspect of their child's education. Should it become necessary to make a complaint about SEN provision, the initial contact should be with the Class Teacher, followed by a discussion with the SENCo and Head Teacher. This usually resolves any problems. However, if this fails, the Governors should be

contacted. The LA has published detailed guidelines for making formal complaints if contact with the school has failed.

12. Evaluating Success

The success of this policy relies on:

- Managing and deploying resources in school to ensure the needs of all children are met.
- Any pupil's SEN are identified early
- Educational professionals and parents/carers working in partnership
- Interventions/strategies for each pupil are reviewed regularly.

Success indicators may include:

- The extent to which standards (SATs results, progress towards age related expectations, targets etc.) have improved across groups of pupils identified with SEN.
- A reduction in the total number of pupils requiring a graduated response.
- An increase in the number of pupils with SEN making accelerated progress towards age related expectations.

The success of this policy will be reviewed through:

- Monitoring of classroom practice by SENCo and head teacher
- Scrutiny of Inclusion files and Green Assessment Files
- Analysis of pupil tracking data and test results for children on the SEN Register to ensure that SEN pupils are making progress
- Regular monitoring of procedures and practice by SEN Governor
- School self-evaluation and writing and reviewing of the SIP
- Governors' annual report to parents/carers
- Annual review of the SEN Policy

APPENDIX A:

Ashfield Junior School Year Group Provision Map



Cohort:		Class:		Term:	Teachers:		Support Staff:		
Category	Number	%	Children		Category	Number	%	Children	
SEN/D					PPG				
SEN 'K'					CLA				
EHCP					EAL				
Disability					Summer Born				
More Able					Attendance < 90%				
Chn having support from outside agencies (SaLT, OT, Physio etc.)					Chn with additional access arrangements (Curriculum, physical environment etc.)				

Children identified through Pupil Progress Meeting:

Children highlighted by Speaking and Listening Assessments	Children highlighted by Reading Assessment	Children highlighted by Writing Assessment	Children highlighted by Maths Assessment	Children with other identified needs (Social skills/ behaviour etc.)

Provision in place to meet the needs of all the children:			
<p>Quality first teaching for ALL:</p> <p>We aim to provide high quality whole class and small group teaching with carefully planned differentiation and strategies to ensure lessons are accessible to all children. Wherever possible, we use dyslexia friendly options and a variety of teaching styles. We use the 6 Thinking Hats to encourage enquiring minds.</p> <p>Key Focus Teaching Areas:</p>	<p>Small Group Support: (Literacy based)</p>	<p>Individual Support: (Literacy based)</p>	<p>Pastoral Provision:</p> <p>We use SEAL materials to provide a whole school framework upon which to base our pastoral provision as well as Alex Kelly Talkabout Resources. We have family groups mixing children from all year groups working on the SEAL themes together.</p>
<p>Deployment of Additional Adults: (see TA Timetables)</p>			
<p>Provision for More Able Children:</p> <p>We target our more able children by setting high expectations through planned opportunities to extend and broaden their learning. We use a range of extension materials and challenging activities so children really have to apply their knowledge and reasoning skills.</p>	<p>Small Group Support: (Maths based)</p>	<p>Individual Support: (Maths based)</p>	<p>Other Provision:</p> <p>Occupational/Physiotherapy:</p> <p>Speech & Language:</p> <p>Touch Typing:</p> <p>Rainbow Road:</p>
<p>Parents:</p>		<p>Monitoring (keeping a close eye on):</p>	



APPENDIX B

Ashfield Booster Provision – Planning & Assessment

Name of Booster:		Teacher/TA Lead:		
Week Beginning:				
Target/Key Concept:		Strategies/provision to teach targeted area:		
Name of Child:	Sessions Attended: (tick, cross or n/a)	Weekly observations in relation to target (evidence of attainment and effort):		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> M T W Th F			
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> M T W Th F			
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Ashfield Junior School

Whole School Approach to the Assess, Plan, Do, Review Cycle



Assess:

Teacher assessment and knowledge of pupils including data on pupil progress, attainment and behaviour. The views of parents and pupils' own views. Advice from external support services.

May include use of standardised tests, screening assessments & profiling tools, checklists, observations, specialist assessments from external professionals such as EP/SaLT.

Data regarding progress and attainment submitted & analysed by class teacher —December, March & July
Pupil Progress Meetings involving class teacher, INCo, Headteacher & HLTA —December, March & July
SEN Review Meetings—January, April & September

Review:

Continuous review by class teacher of pupils' progress both formally and informally. All staff gaining a greater understanding of what approaches secure better outcomes.

Have pupils met the expected outcomes/end of term or year NC targets? Are they on track? Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?

Booster programmes reviewed against intended outcomes and fed back into Pupil Progress Meetings and Provision Mapping process. Personal Provision Maps, Pupil Passport and Additional Provision Checklists reviewed against intended outcomes/success of provision.

Plan:

Teachers plan for high quality, effective teaching based on the assessed needs of the pupils. Appropriate, targeted provision is determined and additional 'booster provision' is considered. Continual assessment informs adjustments to teaching that will lead to good progress and improved outcomes for pupils.

INCo collates views and assessment from Pupil Progress Meetings to create Whole Class Provision Maps which reflect key areas for Quality First Teaching as well as additional, targeted provision.

Where appropriate, Personal Provision Maps, Pupil Passports and Additional Provision Checklists are updated accordingly with clear targets/provision based on assessed needs of these pupils.

Training needs considered for implementation of 'booster provision' and staff supported as necessary.

Do:

Class teachers meet with year group HLTA on a weekly basis to discuss targeted support and progress of pupils. Teachers have a clear understanding of the impact of 'booster provision' and effective support.

Effective liaison between different staff regarding pupils' progress through use of Class Diary & Green Files.

Records kept regarding pupils' progress via the Class Diary and Green Files as well as specific assessment records for Booster Provision.

Ashfield Junior School
SEND Information for Planning Meeting



Child's Name:	
PARENT/CARER VIEWS	
What is going well?	
What has been less successful?	
Current concerns:	
Date completed:	Signed (parent/carer):

Ashfield Junior School
SEND Information for Planning Meeting



Child's Name:	
CHILD'S VIEWS:	
What I am good at:	
What I find difficult:	
What I think would help me to learn more easily:	
Date completed:	Signed (child):

APPENDIX E

SEND Planning & Review Meeting

Name of Child:		DOB:		Term:		Date of meeting:	
		Attendees at planning meeting: <i>(tick against names to indicate if attendees also attended review meeting and write in any additional attendees)</i>					
		Contributions prior to planning meeting:					

What is working well? Key successes:

Plan (TARGET AREAS) What do I need to focus on to help me with my learning? E.g. spelling – phonics (phase 5 sounds) comprehension – how/why questions	Do (STRATEGIES / BOOSTERS) What do I need to do next? What strategies / boosters will support me in this focus area?	Review/Assess (RAG RATE SUCCESS & NEXT STEPS) What can I do now? What worked well for me? What didn't work so well? What are the next steps? <i>(Circle appropriate RAG rating)</i>	
		R	
		A	
		G	
		R	
		A	
		G	
		R	
		A	
		G	
Child: What am I going to do to help myself?	Parent/Carer: What can I do to support these targets at home? Signed: _____ Date: _____	Child's Signature: Parent/Carer's Signature: Teacher's Signature:	

Overcoming Barriers: Provision Mapping Reasonable Adjustments in the Classroom for Children with Identified Disabilities / Additional Needs

The following 'reasonable adjustments' are in addition to Quality First Teaching...																											
Cognition & Learning (SpLD, MLD, SLD, etc.): <ul style="list-style-type: none"> Specifically differentiated tasks Classroom positioning Break larger tasks down into smaller chunks Encourage use of Homework Club at school Provide sample work to model required standard Provide list of steps to complete tasks Provide reader / scribe / prompter Allow extra time in class and for tests Give single step instructions Memory aids e.g. picture word banks Provide individual specialist teaching Separate work stations / privacy partition Specialist computer programs e.g. Clicker 6 Recording in a variety of ways e.g. photo evidence / TA scribing Visual timetable Pre-teaching key concepts Opportunities for revisiting / overlearning Specific booster programmes to target areas of need Reading Buddy Scaffolding: writing frames / word mats/grids / concrete apparatus 	Details:	Sensory Needs (SPD, ASD, ADD, etc.): <ul style="list-style-type: none"> Fiddle toy to focus concentration Regular sensory/movement breaks Incorporating 'heavy work' Use of wobble cushion / 'busy legs' toy 'Magic word' to refocus during whole class Sand timers/timers to focus attention Use of ear defenders to reduce distractions Allow testing in distraction free room Separate work station / privacy partition Use of weighted lap or shoulder blanket Use of writing slope 'Sensory diet' as suggested by OT Adult prompter Additional time in class / use 'stop the clock' in test situations to allow for rest breaks. 			Details:	Behavioural Needs (ADD/ADHD, ASD etc.): <ul style="list-style-type: none"> Separate reward chart with specific focus Classroom positioning Break larger tasks down into smaller chunks Learning Contract [see INCo] Fiddle toy to focus concentration Encourage use of Homework Club at school Use of ear defenders to reduce distractions Allow testing in distraction free room Use of wobble cushion / 'busy legs' toy Sand timers/timers to focus attention Separate work station / privacy partition Personalised work topics to increase pupils level of intrinsic interest Regular sensory/movement breaks Adult support for predictable trigger situations Time out / calm down area Support on playground at break / lunch Agreed 'secret' communication for behaviour feedback Support for transition between activities Visual timetable Limit environmental distractions 																					
		Name of Child:		PPG: Y / N																							
		Class:		SEN: Y / N																							
		D.O.B:		DIS: Y / N																							
Barriers to learning/vulnerability: (highlight appropriate area/s below)																											
<table border="1"> <tr> <td>SpLD</td> <td>AD(H)D</td> <td>ASD</td> <td>HI</td> <td>VI</td> <td>PNI</td> <td>MED</td> </tr> <tr> <td>SPD</td> <td>DCD</td> <td>MLD</td> <td>SLD</td> <td>SLCN</td> <td></td> <td></td> </tr> <tr> <td colspan="7">Other:</td> </tr> </table>							SpLD	AD(H)D	ASD	HI	VI	PNI	MED	SPD	DCD	MLD	SLD	SLCN			Other:						
SpLD	AD(H)D	ASD	HI	VI	PNI	MED																					
SPD	DCD	MLD	SLD	SLCN																							
Other:																											
Physical Disabilities (DCD, PNI, VI, HI etc.): <ul style="list-style-type: none"> Adapted seating / specialist chair Consider table height in relation to seating Position to whiteboard/teacher Use of Braille / enlarged text / wearing glasses consistently Hearing Loop Specialist equipment e.g. scissors / rulers Pencil grips / specialist pencils/pens Use of writing slope Specialist OT / Physiotherapy Programme Specific booster programmes to target areas of need Additional PE with specialist PE Teacher 																											
Details:																											
Self-help, Independence & Organisation: <ul style="list-style-type: none"> Create checklist to assist when packing school bag Key reminders on board/chart/key ring Visual timetable TATTs – 'Tiny, Achievable, Tickable, Targets' Position of responsibility 	Details:	CODE:			SpLD (Specific Learning Difficulty)																						
		DIS (Disability)		PNI (Physical / Neurological Impairment)		MED (Medical Need)																					
Outside Agency Involvement: (highlight agencies involved)																											
<table border="1"> <tr> <td>SpLD Base</td> <td>Colnbrook</td> <td>AIO</td> <td>GP</td> </tr> <tr> <td>SpLD</td> <td>Physio</td> <td>Chessbrook</td> <td></td> </tr> <tr> <td>Family Worker</td> <td>EP</td> <td>CamHS/Step 2</td> <td></td> </tr> <tr> <td>Advisory Teacher</td> <td>OT</td> <td>School Nurse</td> <td>Paediatrician</td> </tr> </table>							SpLD Base	Colnbrook	AIO	GP	SpLD	Physio	Chessbrook		Family Worker	EP	CamHS/Step 2		Advisory Teacher	OT	School Nurse	Paediatrician					
SpLD Base	Colnbrook	AIO	GP																								
SpLD	Physio	Chessbrook																									
Family Worker	EP	CamHS/Step 2																									
Advisory Teacher	OT	School Nurse	Paediatrician																								
Social, Emotional & Mental Health: <ul style="list-style-type: none"> Support from Pastoral HLTA (agreed with INCo) 'All About Me' Target Book 'Positives book' to highlight achievements Buddy system Learning Contract [see INCo] Separate reward system Opportunities for positions of responsibility Adult support for predictable trigger situations Pair with role model buddy Support on playgrounds at break / lunch Silver SEAL/ Social Skills Group Pupil Passport Emotional Barometer / Feelings Tree 																											
Speech & Language: <ul style="list-style-type: none"> Picture word banks with key vocabulary Pre-teaching key subject specific vocabulary Opportunities to revisit key vocabulary Speech & Language Therapy Programme devised by SpLD Adult modelling oral sentence construction EAL Programme Differentiated targeted questioning Use of cloze questions 																											
Details:																											
Booster Programmes / Support in School:																											
<ul style="list-style-type: none"> 'Secure Start' / FFT Word Families / Spoke Park Spelling WordBlaze Reading for Meaning Looking & Thinking Reading Scheme Reading Fluency Reading Comp. Vocabulary Development Reading Buddies 		<ul style="list-style-type: none"> 'Sandwell Hugging' Plus 1 Power of 2 Perform with Time Maths follow ups Maths pre-teaching Turn Tables Separate GMS 		<ul style="list-style-type: none"> Pre-teaching subject specific Vocabulary Meatloaf Rainbow Road 1:1 / 1:2 Tuition Speed Up Handwriting Touch Typing Mentoring Counselling Physio/OT exercises 																							
Date written:																											
Signed:		Review Date(s):		Review Date(s):		Review Date(s):																					

SEND Planning & Review Meeting

Name of Child: Katie Morag	DOB: 14.06.2010	Term: Summer Term 2018	Date of meeting: 02.05.18
Attendees at planning meeting: <i>(tick against names to indicate if attendees also attended review meeting and write in any additional attendees)</i> Mr & Mrs Morag (parents), Mrs White (INCO), Miss Stanley (class teacher)			
Contributions prior to planning meeting: Mrs May (TA)			

What is working well? Key successes:

Katie has made excellent progress with her reading – additional reading in school with her Reading Buddy, as well as daily reading at home, has proved effective in developing her fluency – she has progressed through 2 book bands moving from Yellow to Green. Her focus and concentration has improved and Katie can now focus for longer periods of time (up to 15mins) with minimal prompting from an adult. Katie made 8months improvement to her maths age during the Spring Term, moving from a maths age of 6yrs 8mths to 7yrs 4mths.

Plan (TARGET AREAS) What do I need to focus on to help me with my learning? E.g. spelling – phonics (phase 5 sounds) comprehension – how/why questions	Do (STRATEGIES / BOOSTERS) What do I need to do next? What strategies / boosters will support me in this focus area?	Review/Assess (RAG RATE SUCCESS & NEXT STEPS) What can I do now? What worked well for me? What didn't work so well? What are the next steps? <i>(Circle appropriate RAG rating)</i>	
Phonics – phase 2 sounds (reading and spelling) focus on medial vowel digraphs.	Word Families – 4 x 30mins sessions weekly with HLTA in small group. Word mat (with focus sounds and HFW) to be used across the Curriculum. Katie to 'be the teacher' looking for where she has used correctly/incorrectly spelling patterns in her writing	R A G	
Maths – mental maths strategies for adding and subtracting	Sandwell – 3 x 15mins sessions weekly with TA focusing on identified areas. Differentiated OMS in class with HLTA (daily) Regular assessments and checks to see if Katie is retaining key number facts	R A G	
Focus and concentration	Katie will have up her hand and answer at least 2 questions during whole class teaching. Use of 'magic word' to focus Katie's attention – word to be chosen with Katie. Praise from all adults to encourage Katie.	R A G	
Child: What am I going to do to help myself?	Parent/Carer: What can I do to support these targets at home? Signed: _____ Date: _____	Child's Signature: Parent/Carer's Signature: Teacher's Signature:	

