



## Lydgate Junior School

### SEN/D Policy - March 2018

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

At Lydgate Junior School we believe in a high quality education for all children.  
We believe all stake holders are important to the delivery of this.  
We aim to deliver an inclusive education to meet the individual needs of all our pupils.  
Every teacher is responsible for the progress and nurture of every child, including those with SEN/D.  
Lydgate Junior School is a Rights Respecting School.

This Policy has been developed by SENCo, Headteacher, SLT and SEN Governor to reflect the changes to SEN/D in the New Code of Practice of June 2014.

We take into account the views of pupils and parents.

SENCo (SLT)  
Mrs Bethany Noble  
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## **LYDGATE JUNIOR SCHOOL**

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY - SEN/D**

#### **Our Aim**

Lydgate Junior School is committed to providing an inclusive, high quality and appropriate education for our pupils (including those identified as having SEN/D.)

We have high expectations and aspirations for pupils with SEN/D.

We support pupils' individual learning needs, focusing on outcomes through appropriate provision and support.

We celebrate the wide range of our pupils' achievements and provide opportunities for all our pupils to succeed.

#### **Objectives**

1. To ensure that all children receive a broad, balanced and engaging curriculum.
2. To monitor pupil progress and identify SEN/D as they arise, and continue to monitor the progress of children with SEN/D.
3. To ensure that provision for children with Special Educational Needs and/or a Disability is central to curriculum planning.
4. To work within the guidance of the SEN/D Code of Practice 0-25 (June 2014) and identify the needs of our children in line with the four identified areas of need.
5. To work with and follow guidance from external agencies, liaising with parents and staff at school.
6. To recognize and record children's strengths and successes to encourage positive self-image and good emotional wellbeing.
7. To ensure that individual staff, and those with responsibility, are involved in the planning, organization and delivery of suitable learning activities and experiences and that where appropriate use resources to support the learning of children identified as having Special Educational Needs and/or Disability.
8. To work closely with parents to agree and support termly target plans in line with identified need/s and to involve the child in any decision making which affects them.
9. To provide support and advice for staff working and supporting children with SEN/D.
10. To provide a SENCo who will work to implement the SEN/D Policy.

#### **Definition of Special Educational Needs**

We identify a child as having Special Educational Needs if they have a learning difficulty or disability which significantly impacts on their learning. SEN/D provision is made for such children because they require a level of provision which is additional to or different from that made for others of the same age. We believe in considering the needs of the whole child, not just their special educational need.

Under the Code of Practice there are four broad categories of need:-

Cognition and Learning Needs  
Social, Emotional and Mental Health Needs  
Communication and Interaction Needs  
Sensory and Physical Needs.

Other factors may also impact on progress and attainment but are not considered as SEN/D:

- Disability (The Code of Practice outlines the 'Reasonable Adjustment' duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a LAC (Looked After Child)
- Being a child of Serviceman/woman

Behaviour should not be described as a need, but rather as an underlying response to a need which the school will be able to recognise and identify clearly.

### **A Graduated Approach to SEN Support**

Lydgate Junior School is committed to providing a high quality, inclusive education for all children.

- The class teacher/s are responsible and accountable for meeting the needs of the pupils in their class; work is planned in line with the national curriculum for the relevant year group.
- Work may be differentiated for small groups or individuals in line with their SEN/D. This is often the first step in responding to pupils who have or may have a SEN/D. A more personalised learning programme may be put in place for pupils with higher levels or complex levels of need.
- Support for small groups or individuals may be put in place within the classroom and Teaching Assistants may be used to support the needs of these children. Support will be directed carefully by the class teacher.
- Multi-sensory and dyslexia-friendly approaches to effective classroom teaching are embedded throughout the school.
- Children will be supported in class through the use of visual and concrete materials.
- Regular formative and summative assessment is used to inform planning next steps for teaching and learning.

## **Identification of SEN/D, Assessment and Provision**

### **Identification**

Early identification of a Special Educational Need is a vital part of the assessment process. As a Key Stage 2 provider we liaise with our feeder schools, to gather existing information held about children who are already identified as 'SEN Support'. This ensures a smooth transition from Key Stage 1 to Key Stage 2, allowing us to ensure provision is in place for the start of Year 3 for those children.

From arrival at our school, and throughout their time with us, we continually assess the progress and attainment of all children; this enables identification of other children who may have a SEN. The purpose of identification is to work out what action/s and strategies are needed to support pupils.

### **Assessment**

- Class teachers, support staff or parents may be the first to recognise a higher level of need in a child and they will discuss this with the school's SENCo.
- At this stage the SENCo may observe the child in class, speak with the child, discuss the child with any relevant support staff and look at the child's work in their books. The SENCo will advise what action/s need to be put in place.
- It may be felt that the child can be supported appropriately within the classroom with measures suggested by the SENCo.
- It may be that the SENCo feels that further assessment of the child's needs is required; these would be better undertaken by external agencies. Parents would be informed at this stage.
- Usually at this stage the child would be placed on the SEN register at SEN Support (with parental permission).
- Once a child is identified as 'SEN Support', they are placed on the Sheffield Support Grid.

### **Managing Pupil's Need at SEN Support Level**

- For each child identified as SEN Support there will be a termly SEN Support Review Meeting, this will be arranged by the SENCo and will involve parents, teacher/s and SENCo. At the meeting the previous term's targets will be reviewed and the progress made by the child will be discussed and new targets will be agreed.
- The child's views are recorded prior to the meeting so that they can be discussed at the meeting.
- Parents take home a copy of the Termly Targets Plan; for parents who are unable to attend the Review Meeting a copy is sent home.

### **Provision**

Depending on a child's level of need a range of support strategies may be put in place:

- Work may be differentiated for small groups or individuals in line with their SEN.

- Support for small groups or individuals may be put in place within the classroom and Teaching Assistants may be used to support the needs of these children. Support will be directed carefully by the class teacher.
- Multi-sensory and dyslexia-friendly approaches to effective classroom teaching are embedded throughout the school.
- Children will be further supported in class through the use of visual and concrete materials.
- If it is felt a child's identified need can be met in this way, the child may be placed in an intervention group run by school staff. This would be for a specific period of time.
- The SLT and SENCo collate a whole school provision map termly, around intervention support. This gives an overview of all the support school offers and that children are accessing.
- During transition, when SEN Support children are moving from one year group to the next, class teachers complete a One Page Profile and Tops Tips form for the next year's teacher/s.
- During transition from KS2 to KS3, the SENCo liaises closely with the SENCos at all the Secondary schools our children move to.

Monitoring children at SEN Support level is a fluid process and can result in children moving from SEN Support to being monitored by the class teacher.

## **Personalised Provision**

Some children with high levels or complex needs may require a more personalised programme of support; this could include support in class from a TA as well as a carefully planned programme of work, in line with classroom teaching. There may be a need for these individuals to access more structured support and undertake some of their learning outside of the classroom. Sensory breaks may be required and support through our HUB Room may be accessed, particularly around an individual's social, emotional or mental health (SEMH) need.

## **A 'My Plan'**

- Where a child's level of SEN has become increasingly complex, and where parents and school are becoming more concerned about a child's SEN, a 'My Plan' may be introduced.
- This Local Authority document will be written and put in place by the SENCo, in agreement with parents and school.
- The SENCo will follow the 'Assess, Plan, Do, Review' process and will monitor the longer term objective with parents and teacher. This will most likely be reviewed annually, but can be reviewed on a more frequent basis.
- The 'My Plan' is not a statutory document but is often put in place when there has been an escalating level of need and provision needs to be changed / assessed.
- A 'My Plan' may also be a precursor to an application for an Education, Health and Social Care Plan (EHCP).

## **Education, Health, Social Care Plan (EHCP)**

Where a SEN/D has become complex, and where a need to apply for Special School provision has arisen, then in agreement with parents and the school's Educational Psychologist (EP) an application for an EHCP can be made.

- The SENCo will compile the documents necessary for the application and will co-ordinate the EP's involvement in the process.
- The EP will complete an assessment and report on the child's strengths and needs.
- The application will be processed by the Local Authority's SEN/D Team and they will either agree or not agree to continue the process with further assessment.
- If the LA agree to assess a child for an EHCP, they will undertake detailed assessments and a decision will be made as to whether an EHCP will be given.
- If granted an EHCP will be written, agreed and put in place.
- If not granted then school and parents can re-apply at a later date.
- An EHCP is a statutory document and can be used to access a place for a child in specialist provision.
- The outcome of an EHCP will be long-term and will be annually reviewed.
- An EHCP can support a child / young adult up to the age of 25.

## **The Local Offer, Supporting Pupils and Families**

The Local Offer is a directory of information of the support and activities which are available locally in Sheffield. This information is to enable children, young people and parents of children with SEN/D to find out more about provision throughout the city in one central place. The Local Offer can be found as part of Sheffield's online directory for children, young people and families - [www.sheffielddirectory.org.uk](http://www.sheffielddirectory.org.uk) or can be accessed via Lydgate Junior School's website – [www.lydgatejunior.co.uk](http://www.lydgatejunior.co.uk).

## **Monitoring and Evaluating of SEN/D.**

Through termly SEN Support Review meetings with parents and teacher/s, the SENCo monitors the progress being made towards the targets set the previous term for each SEN Support child. New targets and next steps are identified at the Review Meeting.

Assessment judgements and data are used to monitor progress for all our children, including those with SEN/D. These are evaluated each term at Pupil Progress Meetings. Children who are not making expected progress, and those with recognised levels of need, may be monitored at the SEN Support level.

The SENCo will visit children in class to see how they are functioning and coping. The SENCo will look at the provision in place and monitor its effectiveness. The SENCo will work with teaching and support staff to extend, adapt or reduce the support / interventions in place; this will be in line with how much progress the child is making around their identified levels of need. External assessments and observations may take place after a referral to an external agency is made. These can highlight the need for alternative ways of supporting and monitoring the progress of a child with SEN/D.

Monitoring and evaluating SEN/D is undertaken through SLT meetings and all SLT staff are involved in decision making around support for children, intervention plans and transition.

The Year Leader in each team supports their teaching and support staff and works with them to improve and develop provision for all. Training and support is given to teaching staff through weekly CPD meetings and further whole school and individual training is carried out on 'Training Days' and throughout the year. The SLT and SENCo identify individual and whole school training needs and plan for further training to take place. The SENCo will work with TAs and will arrange, plan and at times deliver training for them. Where appropriate the school will use external training around specific training needs.

Lydgate Junior School's SEN Governor will arrange meetings with the SENCo on a termly basis, or more frequently if required, and will monitor the management of SEN/D throughout the school.

### **Role of the SENCo**

Co-ordinating provision for pupils with SEN.

Identification and assessment of children with SEN.

Liaising with parents, external agencies and all members of Lydgate Junior School's staff.

Overseeing the records of all children with SEN, both centrally stored and class placed.

Day to day operation of the school's SEN policy.

Management of the Teaching Assistants.

Organising and facilitating the in-service training for staff.

Attending training courses and co-ordinator's meetings.

Contributing to the S10LP network of SENCos and attending Locality group meetings.

Being aware of recent developments within SEN and sharing this information with relevant staff.

Updating and reviewing the SEN policy.

Liaising with the SEN Governor.

### **Complaints Policy - SEN Provision**

If you wish to complain about the school's SEN support, you should do so whilst your child is still registered at school. This includes complaints that the school has not provided the support required by your child's SEN Statement or Education, Health and Care Plan (EHCP).

If you have a SEN concern this should be directed to the school's special educational needs co-ordinator (SENCO), Mrs Noble. Most concerns can be addressed at this informal level without having to resort to a formal process.

However, if your concern is not resolved you may choose to follow the school's [complaints procedure](#).

Further information regarding complaints is also available from the [local authority](#).

### **Reviewing the SEN/D Policy**

Policy to be reviewed March 2021