



Hillside Junior School

Policy for Special Educational Needs

This policy describes the way Hillside Junior School meets the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties, emotional or social development, or may relate to factors in their environment, including the learning environment they may experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Hillside Junior School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Policy Objectives:

- To ensure the SEN and Disability Act, and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiation in planning by class teachers, Inclusion Manager and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at School Action or School Action Plus.
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision:

The Inclusion Manager will:

- meet with leaders for learning and class teachers at least twice a year to discuss additional needs concerns and to review interventions and IEPs.
- at other times, be alerted to newly arising concerns through the Inclusion Concern form being completed by a class teacher. (See Appendix 1)
- discuss issues arising from these forms with the class teacher within 10 days of receiving the form.
- liaise with parents/carers, school staff and external agencies.
- ensure that accurate and relevant records are kept and shared with appropriate personnel
- define procedures for identification and assessment
- maintain a provision map to monitor value for money (See Appendix 2)
- with the Head teacher and SMT, monitor the quality and effectiveness of provision for pupils with SEN through classroom observation
- provide or arrange the provision of staff training on SEN issues as appropriate
- keep governors informed of SEN issues through termly Inclusion committee meetings and at other times as needed.

Differentiated Curriculum Provision:

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed termly, as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social and personal skills
- Demonstrates an improvement in the child's behaviour

School Action:

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the School Action level may need to be made.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural, or social development
- Additional support is required for sensory or physical impairment
- Additional support is required for communication or interaction needs.

The responsibility for planning for these children remains with the class teacher, in consultation with the Inclusion Manager.

As part of the review process, the Inclusion Manager and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the

child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the School Action Plus level.

School Action Plus:

Provision at this level always includes the involvement of specialist services. A variety of support can be offered by services within Hillingdon. School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age.
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural, or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

Monitoring will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is then required to submit evidence to the LEA where the SEN panel will make judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LEA's current 'Criteria for making a statutory assessment'.

Planning, provision, monitoring and review processes continue as before, while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who has a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using funds made available through the Statement.

There will be an Annual Review, chaired by the Inclusion Manager, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

Success criteria:

- Pupils with SEN are identified at the earliest opportunity
- Appropriate intervention is put in place as soon as possible
- Children have work that is suitably differentiated to allow independent working
- The importance of self-esteem and confidence is recognised
- Children with SEN have made good or least adequate progress as defined in the Code of Practice.
- Parents/carers recognise their value in the partnership with school and are happy with the arrangements made for their child
- Teachers and support staff feel supported and informed
- Records are accurate, relevant and accessible to appropriate personnel
- The policy is regularly monitored, reviewed and updated

Teachers:

Governors:

Review Date: 2015

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