

SEN policy and information report

Craneswater Junior School



Approved by: Dave Jones Head Teacher and Rachel Fry SEN governor

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MISSION STATEMENT

Ready
Respectful
Safe

'All teachers are teachers of pupils with special educational needs.'

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1. Aims, principles and vision

Our SEN policy and information report aims to:

1. Set out how our school will support and make provision for pupils with special educational needs (SEN)
2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
3. Explain the types and range of SEN we ordinarily provide support for including adaptation of curriculum, resources and environment for, to those which are more complex and require higher levels of intervention.
4. Set out approaches which ensure that children are included as much as possible and adaptation are made for their needs in line with the Disability Code of Practice (2015)

Our key principles are

- The needs of children and young people are at the heart of all that we do. Their views and involvement will be sought at all stages.
- Parents /carers are key partners in the assessment, planning, implementation and review of the children's needs.
- The participation of pupils in their own assessment, progress and contribution to strategies to overcome barriers is integral to the process of inclusion.
- All children are entitled to access a broad, balanced and relevant curriculum, which includes the National Curriculum.
- The needs of pupils will be assessed and reviewed regularly in consultation with the parent and child.
- Provision will be suitably differentiated to meet individual and diverse needs to enable all children to reach their full potential.
- All those working with children with special educational needs and disabilities will be trained and supported.

Using the MITA research and training we have a shared school vision of:

Adults liaising and communicating effectively in order that pupils have maximum opportunity to learn both with peers and independently. We will see this through:

- High quality interactions with peers and adults within the classroom environment (unless for a specified purpose)
- All pupils being able to learn independently by giving the least amount of help first
- Teaching assistant roles reflecting the evolving needs of pupils

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Inclusion Manager

The SENCO has an overarching job title of Inclusion Manager to incorporate her other roles. Our school Inclusion Manager is Harriet Wilkinson

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the Head Teacher and Inclusion Manager to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the Inclusion Manager and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support within the classroom.
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy and refer to the local authorities Ordinarily Available Provision document for guidance

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, social communication or speech and language difficulties.
- Cognition and learning, for example, mild and moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or attachment difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments.

5.2 Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment regularly, which will build on previous settings and Key Stage, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is dependent on significant support being provided to engage in curriculum or an individualized curriculum
- Is significantly slower 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If a child is identified as having needs which need a more individualized approach they will be put on the SEN Pathway.

The 'SEN pathway':

(i) A concern is raised by parent(s) or carers, by teachers, support staff or by the senior leadership team; also records from previous school settings may indicate aspects of SEN

(ii) Initial response is via the class teacher, in consultation with parents/ carers and to link home and School

(iii) Further discussion can be held with the school's Inclusion Manager and class teacher, this may include parents being invited to attend an IEP (individual education plan). The child may have a monitoring IEP for a time where strategies and provision are decided through co-production of an IEP. The IEP meeting is an opportunity and the views and the wishes of the pupil and their parents to be heard. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

(iv) If a child is identified as having a special educational need then, in liaison with their parents/carers, they are placed on the SEN register at 'SEN Support' in line with the SEND Code of Practice and relevant information is disseminated to all appropriate staff. We use the profile of need document to determine if a child meets the city agreed criteria to go on the SEN register. Some children will not meet this criteria but may still be offered a period of monitoring through our usual systems.

(v) Advice from external agencies can be gained via a referral made in liaison with parents/carers

(vi) The SEN team at Portsmouth City Council can be brought in via a referral for an Education Health and Care Plan Assessment if the need is complex and long term. We use the profile of need document to determine if a child meets the city agreed criteria to meet the needs of an EHCP. A SEN support plan will be written for 2 terms to collate evidence and an educational psychologist will be sought to establish this.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support by inviting them to an education plan meeting. Where a pupil is receiving SEN support, the school will offer to meet parents at least termly to discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the Inclusion Manager to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

Termly reviews, called Pupil Progress Meetings, with teachers and members of the Senior Leadership Team monitor children's attainment and progress. This is a review of progress, a time to discuss assessment results and make plans. This ensures early identification of children's additional needs, which is vital. When a child is not achieving levels at age expectation or there is an identified special educational need there will be a graduated response. Through careful identification of the child's need and barriers to learning, there may be adaptations made to the provision. Teaching in class will be at the heart of driving forward the child's progress. However, extra intervention may be planned for children to work in a small group or on a one-to-one basis with an adult.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly

review the effectiveness of the support and interventions and their impact on the pupil's progress. Children on the SEN register will have their provision recorded on Edukey on an individual education plan.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. For year 2 and 6 pupils, during the summer term the Inclusion Manager will have direct contact SENCOS in feeder and secondary schools to discuss all children on the SEN register and those who have an IEP. All information for year 6 pupils will be passed on and for some SEN children a transition document and pupil passport will be created and shared, if the IEP and other supporting documents are not felt to be sufficient. When needed, extra transition can be provided to ensure a smooth process.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Provision for children will be planned through person-centered co-production once their strengths and barriers have been discussed. For most children, learning needs will be met through high quality and differentiated teaching from the class teacher and a teaching assistant, within a well-organised and carefully planned learning environment.

- Teaching in class will be at the heart of driving forward the child's progress. However, extra intervention may be planned for children to work in a small group or on a one to one basis with an adult. When an additional need is identified, there will be a cycle in place of assess, plan, implement and review. Most intervention will happen through personalised strategies within the classroom.

Through these processes and decisions on whole school capacity the school can provide:

Reading interventions, which include,

- Family Fisher Trust, Better Reading Partnership, Toe by Toe, Precision Teaching, Nessy and Booster Phonics, Reading Between the Lines, Essential Letters and Sound phonic programme.

Spelling interventions, which include,

- Precision Teaching, Nessy Spelling, Booster phonics, Letters and Sounds, Individualised spelling support within the classroom, Essential Letters and Sounds phonic programme.

Maths interventions, which include,

- Precision Teaching

Speech and Language and motor skills interventions which include

- Junior language links, Talkabout, Socially Speaking, Personalised intervention recommended by SALT or through the Solent Therapy pack.
- Write Start Programme

Pastoral interventions, which include,

- Silver set SEAL curriculum, emotional first aid, ELSA trained staff to deliver individualised programmes,

We also have a Loss Companion to support child through times of bereavement, although all TAs have received training so can deliver this.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- For some children with barriers around cognition and learning we offer a visually supported curriculum to support their learning.

5.8 Additional support for learning

The key role of teaching assistants in the school is to support learning in class. We follow the MITA principles which are outlined in section 1: Aims.

We have a number of teaching assistants who are trained to deliver interventions listed in 5.6

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Speech and Language Therapy
- Multi-Agency Behaviour Support
- Sensory Impairment Service
- Child and Adolescent Mental Health Service
- Mental Health Support Team
- Occupational Therapy or Physiotherapy
- Outreach service

5.9 Expertise and training of staff

Our Inclusion Manager has 6 years teaching experience at Craneswater Junior School.

She is allocated 3 a week to manage SEN provision.

We have a team of 29 teaching assistants, who are trained to support learning to all learners in the core curriculum subjects and deliver a variety of SEN provision. We also have four full time pastoral teaching assistants who are non-classroom based.

In the last academic year staff have been trained in relational practice, essential letters and sounds, safeguarding, loss, sensory circuits, early reading, memory and cognition.

5.10 Securing equipment and facilities

We allocate funds for resources through our SEN budget depending on the needs of the pupils at any time. We may also seek support for specific equipment through external agencies, such as the visual impairment service.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after each term
- Monitoring provision by the Inclusion Manager
- Using edukey provision mapping software to measure progress
- Holding annual reviews for pupils with statements of EHCPs
- Holding termly reviews of education plans
- Discussing progress at termly pupil progress meetings with the Inclusion Manager, class teacher and Head Teacher.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Hooke court, Beaulieu, Stubbington and Little Canada.

All pupils are encouraged to take part in sports day/school plays/special workshops etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admissions are run by the local authority and we liaise closely with the SEN team to support the needs of all pupils. We do our best to be an inclusive school, but due to the nature of our facilities set on multiple floors we are not accessible for all types of disabilities.

The school's accessibility plan is found on our school website.

5.13 Support for improving emotional and social development

Through identifications of needs by the systems in our school we identify children who need some extra monitoring, support and sometimes intervention to meet their emotional and social needs. Pastoral interventions include the silver set SEAL curriculum and ELSA trained staff to deliver individualised programmes, We also have a Loss Companion to support children through times of bereavement. We use a wide range of strategies ranging from a teacher or TA checking in with a child on a regular basis to a group or personalised intervention. We have 2 full time teaching assistants who form part of our pastoral team, they are available to support teachers and pupils with relationships and regulation. We have 2 trained ELSA in our school for children with a higher level of need. The senior leadership team direct the pastoral support in the school through SEN and safeguarding systems that are in place.

From September 2022 we have implemented a whole school mental health initiative called 'Happy Minds' to support all learning.

We also provide support for SEN pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are represented within the school council
- Pupils with SEN are also encouraged to be part of lunchtime club to promote teamwork/building friendships, social skills etc.

5.14 Working with other agencies

Using our safeguarding procedures we ensure all child are safeguarded. Immediate action is taken for children seen at risk and families will be supported through social care and early help if necessary. The DSL and deputy DSL meet regularly to discuss all children who are vulnerable and actions are identified to support those families. We can also provide early help by completing an assessment to analyse what changes families can make. We have a school nurse service to access support on medical issues.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Inclusion manager/ head teacher in the first instance. If parents are not satisfied with the response they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents can access the Portsmouth Local Offer on line to find out about support services for families.
<https://portsmouthlocaloffer.org/>

Parents can contact the Frank Sorrell Centre for support around SEN. This centre provides a variety of support:

Portsmouth Independent Support Service (SENDIASS) for impartial information and advice to children, young people and their parent carers on matters relating to SEND on 03003032000 or email portsmouthiass@roseroad.org.uk.

Portsmouth parent voice (PPV) an information and participation group of parents and carers of children and young people with disability 07712439159 ppvmanager@p-d-f.org.uk

Disability Information and Advice Line (DIAL) helpline provides a free impartial, confidential service supplying information and advice Tel 02392815266 Email contact@p-d-f.org.uk

Information and Advice Service at Autism Hampshire offers a wide range of free services to support individuals, families and professionals and to raise autism awareness. They are available by email or by appointment. Email information.advice@autismhampshire.org.uk or tel 02392814723

Moriah Family Support Group - Moriah is a support group for parents and caregivers of children with special education/learning needs. Although open to all, they focus mainly on ethnic minority parents and caregivers. moriahforyou@gmail.com 07894 628497. This group run coffee mornings every 2nd Monday of the month from 10.30 – 12.30. These take place at the Portsmouth Carers Centre, 117 Orchard Road, Portsmouth, PO4 0AD

5.17 Contact details for raising concerns

Harriet Wilkinson (Inclusion manager) or Dave Jones (Head Teacher) Rachel Fry (SEND governor).
All can be contacted via the school office. Email admin@craneswater.portsmouth.sch.uk
023932734787

5.18 The local authority local offer

Our contribution to the local offer is published: <https://portsmouthlocaloffer.org/services/craneswater-junior-school/>

Our local authority's local offer is published here: <http://www.portsmouthlocaloffer.org>

6. Monitoring arrangements

This policy and information report will be reviewed by Harriet Wilkinson (Inclusion Manager) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body annually.

7. Safeguarding issues concerning pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health issues can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities which may include: support from a teaching assistant, ELSA, teacher or pastoral team as well as outside agencies when appropriate

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Anti-bullying policy
- Safeguarding and child protection policy