



MARSDEN JUNIOR SCHOOL

Special Educational Needs Policy 2023-24

Approved by:	Local Governing Board		
Responsible department:	MJS		
Last review date:	[23/10/23]	Last reviewed by:	Rachel Hill
Last updated:	[23/10/23]	Last updated by:	Rachel Hill
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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. Further information about EHC Plans can be found via Kirklees SEND Local Offer: <https://www.kirkleeslocaloffer.org.uk>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Kirklees that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Aims and objectives 'Every Teacher is a Teacher of SEN'.

Aims:

1. To identify children with 'barriers to learning';

2. To provide specific help;
3. To record provision;
4. To ensure regular monitoring;
5. To facilitate success for each child through a differentiated programme of work.

Objectives and Critical Success Factors:

1. To provide a range of experiences and materials to meet the needs of every individual child.
2. To collaborate with curriculum coordinators so that learning for all children is given equal priority to ensure a broad and balanced, yet flexible programme of work is delivered.
3. To ensure the culture, practice, management and deployment of resources in school are designed to meet all children's needs.
4. To work in close partnership with parents and children and fully involve them at every opportunity to provide an inclusive framework for all.
5. To encourage parents to communicate regularly with school about their child's learning and provision.
6. To collaborate with parents to promote an agreed level of expectation for all.
7. To provide effective learning opportunities for all children and offer the three key principles for inclusion:
 - Setting suitable learning challenges;
 - Responding to children's diverse needs;
 - Overcoming potential barriers to learning and assessment for individuals and groups of children.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEND is Mrs S. Mansell (Principal)

The person co-ordinating the day to day provision of education for pupils with SEND is Mrs R. Hill (SENCo Y5/6) and Miss Sharp (SENCO Y3/4)

Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN Support records such as the SEN Register, provision maps, strategy sheets and structured conversation minutes for individual pupils.

All staff can access the following documents on the shared Staff Only SEN file:

- Marsden Junior School SEN Policy.
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Practical advice, support plans, teaching resources, and information about types of special educational needs and disabilities.
- Information available through Kirklees's SEND Local Offer.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Admission arrangements

Please refer to the information contained in our school prospectus.

Our school welcomes all children regardless of any special educational needs. Currently we are supporting children with a range of needs including disabilities, dyslexia, dyscalculia, sensory impairments, Autistic Spectrum Disorder, ADHD and behavioural needs. The admission arrangements for all pupils are in accordance with national legislation, including the Children's and Families Act 2014. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus. Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Identification of pupils' needs

Identification:

See definition of **Special Educational Needs** at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for *all* pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.

8. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

9. Pupil progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEN support, parents will be informed at a meeting. Planning will involve consultation between the teacher, SENCo and parents to

agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream class. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviewing pupil progress will be made at half termly through Pupil Progress meetings. A review meeting with parents will take place termly. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents, pupils and teacher. Assessment will be tracked through scrutiny of children's books, interviews with pupils, tracking documentation of individual interventions, data, pupil progress meetings and reviews with parents.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo and Principal if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo

- Social Care
- Health professionals
- Specialist Provision

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.kirkleeslocaloffer.org.uk/>

Access to the curriculum

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream setting, including work outside the classroom for example in PE and in the playground.

Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made.

The SENCO will ensure that:

- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Appropriate individual targets are set that motivate pupils to do their best, and celebrate achievements at all levels.
- Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided in school by the SENCo or outside agencies. Staff members are to attend twilight and Inset training to further develop skills and knowledge.
- Access to our nurture room where children can talk through any of their worries which might include bullying.

In service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Marsden Junior School seeks the support of an Educational Psychology Service when a need for specialist training is identified. The Senior Leadership Team considers the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues. The SENCo regularly attends relevant SEN courses and SENCo network meetings in order to keep up to date with local and national updates in SEND. The school also works with local schools, as part of an SEND network, to build a bank of joint resources and to share advice,

training and development activities and expertise.

All new staff to the school undertake induction with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils during the academic year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The school operates an open door policy where parents can access this regularly. Further feedback from parents can be given at any time through telephone or email contact available on the school website.

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCo in consultation with the Principal and governors.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents and a follow up meeting will take place to discuss further support.

Working in partnerships with parents

Marsden Junior School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

Accessibility

Approximately 75% of the school site is wheelchair accessible. Extra-curricular activities are accessible for children with SEND. Please refer to **Accessibility Plan** Policy.

Allocation of resources for pupils with SEN

All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to £6,000. (9 hours of support per identified pupil). Some pupils with SEN may access additional funding. For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the senior leadership team, SENCo and governors to agree how the allocation of resources is used. A number of SEN pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

Complaints procedure

Refer to the general Complaints Policy and Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Principal, SENCo and Senior Leadership team who will be able to offer advice on formal procedures for complaint if necessary.

Links with other agencies and voluntary organisations

Marsden Junior School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo, Pastoral Support and Principal are the designated persons responsible for liaising with the following agencies from within Kirklees:

- Educational Psychology and Early Years SEN Support Services
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Monitoring and Review

This policy is monitored regularly by the Principal, who reports to Governors about the effectiveness of the policy on request. Governors monitor SEN provision in school through discussion with the Principal/SLT. This policy should be read in conjunction with Marsden Junior School's Accessibility Strategy and Action Plan, Special Educational Needs Code of Practice and Disability and Discrimination Act.

Review

This Policy will be reviewed on an annual basis.

Review date: Autumn 2024