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## Ranvilles Junior School Policy for Special Educational Needs

### 1. ACCESSIBILITY

This policy is available in large print or Braille.  
Please contact the school office who will be happy to arrange this for you.

### 2. PURPOSE OF POLICY

This policy sets out how Ranvilles Junior School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

### 3. APPROVAL

Approval date: 23 June 2016

Approver signature: Matt Burton

Approver position: Curriculum Chair

Date for next review: June 2018



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#### **4. INTRODUCTION**

At Ranvilles Junior School all children are entitled to full access to the curriculum regardless of physical ability or special needs. In addition, every member of this school should feel equally valued and free from discrimination irrespective of ability or disability. Equality of opportunity is concerned with justice for all, raising expectations and enabling each individual to have a wide choice in life and the opportunity to fulfil his or her potential.

At Ranvilles we believe:

- In inclusion for all
- That the views of the child should be sought and taken into account
- That parents have a vital role to play in supporting their child's education
- That all our children should have entitlement and access to the full curriculum
- That all pupils have the right to expect to make good progress in the school from their starting point
- That each child should be encouraged, valued and accepted whatever their individual needs

We aim:

- to make appropriate provision for children with special educational needs – learning, physical, behavioural, emotional, social or medical, ensuring the best use of possible resources
- to help such children make the greatest progress possible in the context of both personal development and curricular achievement
- to develop every child's potential in acquiring independent learning and personal organisational skills

#### **5. REFERENCES**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)



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- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
  - Safeguarding Policy
  - Accessibility Policy
  - Teachers Standards 2012
  - Behaviour for Learning Policy

The policy was co-produced by the SENCo in liaison with the SEN Governor, Senior Leadership Team, all staff and parents of pupils with SEND.

## **6. WHAT ARE SPECIAL EDUCATIONAL NEEDS?**

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 him or her.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age: or
- 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 within the area of the local education authority.

Children are not 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: Educational provision which is **additional to** or **different from**, the educational provision made generally for children of their age.

## **7. CONTENT**

### **7.1 Responsibilities**

#### **7.1.1 The Headteacher**

They are accountable for SEN provision, with responsibility for:

- The evaluation of Special Needs provision
- The strategic provision of SEN provision

#### **7.1.2 Special Educational Needs Co-ordinator (SENCo)**

The SENCo's responsibilities include:



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- overseeing the day-to-day operation of the school's SEN policy
  - co-ordinating and monitoring provision for children with SEN
  - advising on the graduated approach to providing SEN support
  - advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
  - liaising with parents of pupils with SEN
  - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
  - being a key point of contact with external agencies, especially the local authority and its support services
  - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
  - working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
  - ensuring that the school keeps the records of all pupils with SEN up to date

### **7.1.3 The Class Teacher**

- provide quality first teaching for children with special educational needs, in consultation with the Teaching Assistants and SENCO
- ensure that appropriate programmes and resources are available
- annotate Individual Education Plans (I.E.Ps), maintain records and undertake regular reviews of learning needs in consultation with other staff who work with the child
- liaise with parents

### **7.1.4 The Teaching Assistant**

- deliver and devise suitable learning programmes for children with special educational needs, in consultation with the class teacher and SENCo
- ensure that appropriate programmes and resources are available
- annotate I.E.Ps, maintain records and undertake regular reviews of learning needs in consultation with the class teacher and SENCo



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- liaise with parents

### **7.1.5 Parents**

We believe very strongly that partnership with parents plays a key role in enabling children with SEN to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. We involve our parents in the assessment and review processes carried out on a termly basis

### **7.1.6 Children**

In accordance with the United Nations Convention on the Rights of the Child, we recognise at Ranvilles the importance of children participating in decisions about their education. We believe that children with special educational needs have a unique knowledge of their needs and views about what sort of help will best enable them to make the most of their education. We involve our children in the assessment and review processes carried out on a termly basis.

### **7.1.7 The SEN Governor and Governing Body**

In relation to SEN, the governing body should make sure that:

- SEN governors are up-to-date and knowledgeable about SEN issues
- they are aware of the school's SEN provision and are involved in developing and monitoring the school's SEN policy
- SEN provision is an integral part of the school improvement plan
- the quality of SEN provision is continually monitored
- consider reporting to parents on the implementation and the effectiveness of the school's work on behalf of SEN children

## **8. PRACTICE**

### **8.1 Identification and Assessment- A Graduated Approach to SEN Support**

The SEN Code of Practice defines four key areas of need. These areas include:

- Cognition and Learning
- Communication and interaction
- Social, mental and emotional health
- Sensory and/or physical need.



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The purpose of the identification of a need is to plan appropriately for the action the school needs to take to meet that need, not to fit a pupil into a category.

All teachers are teachers of children with special educational needs; therefore this is a whole school responsibility. We have a rigorous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our children. Quality first teaching and appropriate differentiation will ensure that all children have access to a relevant and appropriate curriculum.

The graduated approach to SEN is adhered to when identifying pupils who may have SEN with a focus on the **ASSESS-PLAN-DO-REVIEW** cycle.

### **8.1.1. ASSESS**

We assess each child's current levels of attainment on entry to our school using records from the previous school, previous attainment in national tests, teacher assessment of initial performance and specific testing where appropriate for diagnosis of SEN needs. If a child already has an identified special need the SENCO and class teacher will use this information to prepare an Individual Education Plan or Individual Behaviour plan for the child to include personalised intervention programmes.

Children are closely monitored and assessed through our school's assessment system from Year 3 to Year 6. This happens on a regular basis through the use of standardised tests in reading, writing and maths and also daily observations and Assessment for Learning practices. These assessments are analysed in Pupil Progress meetings where children who may require additional support are identified and discussed with the SENCo. The class teacher and SENCo will also analyse SEN pupil performance to assess progress and attainment in relation to closing the gap to meet National expectations.

We use our ongoing record-keeping and assessment process to identify areas in which a child may not be making progress satisfactorily despite Quality First Teaching. If this is the case, the teacher will consult with the SENCO to ensure that appropriate strategies are being used. The pupil may require help which is **additional to** or **different from**, the educational provision made generally for children of their age. At this stage, they will be placed on the SEN Register and interventions will be put in place.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways depending on individual need. We keep comprehensive records e.g. I.E.P.s and reports from outside agencies, which are shared with parents and, if necessary, external agencies.

In order to fully meet the needs of pupils with SEN the school may need to seek the help of external support services as appropriate. The external specialist may then:

- act in an advisory capacity to the SENCO and class teacher
- provide additional specialist assessments
- be involved in teaching the child directly



### **8.1.2 PLAN**

Where it is decided to provide a pupil with SEN support, parents will be informed. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Pupil voice is actively encouraged at Ranvilles Junior School. We ensure that children with special needs are involved in the planning and setting of their IEP/IBP targets so that they understand what they are working towards and can identify the goals they have to achieve. Children are also involved in the reviewing process and are encouraged to celebrate and share their success with parents/carers.

Parent voice is also actively encouraged. Children with SEN will have an IEP/IBP which is shared with parents. These individual plans are written every term and a copy is sent home for parents/carers to sign and return to school. Opportunities are made for parents/carers to make an appointment with the class teacher or SENCo to discuss the plan and seek guidance on how to help at home.

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

### **8.1.3 DO**

The class teacher is 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. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of SEN support.

### **8.1.4 REVIEW**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This information will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.



## **8.2 Requesting an Education Health Care needs assessment**

If a child demonstrates significant cause for concern, a request may be made by the school, the parent or another agency for an Education Health Care needs assessment by the Special Needs department of Children's Services. They will need information about the child's progress over time, and will also need evidence of any special arrangements or resources which have so far been used to meet the child's needs. We will provide this evidence through the additional SEN Support the child has received.

Where the evidence presented to Children's Services suggests that the child's difficulties may call for special educational provision which cannot be reasonably provided within the resources normally available in mainstream schools, the case for an Education Health Care Plan will be considered. They may decide that the degree of the pupil's difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require Children's Services to determine the child's special educational provision through an Education Health Care Plan. Further information regarding this process can be obtained by contacting the SENCo.

Parents/carers can also contact Support4SEND at the Local Authority to discuss educational matters at [enquiries.support4SEND@hants.gov.uk](mailto:enquiries.support4SEND@hants.gov.uk)

## **8.3 Managing pupils needs on the SEN Register**

Children who are identified as having a Special Need will be classified as either needing SEN Support or will need more intensive support through an Education Health Care Plan. A provision map will be written by the SENCo which identifies the personalised interventions and programmes that a child may need in order to remove barriers. The provision map will also identify and deploy specialist support either from Teaching Assistants or specialist teacher, which will be detailed on the child's IEP/IBP. Details of the different types of provision at Ranvilles Junior School can be found in the SEN Information Report on the school website <http://ranvillesjuniorschool.co.uk/> or on the Hampshire Local Offer website [http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page)

## **8.4 Criteria for Exiting the SEN Register**

Children may be removed from the SEN register if they have made sufficient progress academically so that they are attaining within age related expectations. Discussions would take place with the SENCo, Class Teacher and parents to analyse and evaluate the effectiveness of the SEN Support. Children will continue to be monitored closely through the school's assessment system.

# **9. SUPPORT**

## **9.1 Pupils and Families**

Details of the type of SEND support offered at Ranvilles Junior School can be found on the school website by clicking on the Local Offer tab. This report also details support that families can be offered should the need arise.



SEN children are fully supported to participate in all assessments through the application of access arrangements. Children will be assessed throughout their school career through a variety of assessment methods. Access arrangements for children with SEND are adhered to in accordance to the child's needs, normal classroom practice and guidelines from the Department for Education. These access arrangements can include the use of additional time, readers, scribes etc.

If a child's needs mean that they are unable to access standardised tests then the class teacher will liaise with the SENCo to assess the child with alternative methods. Discussions will take place to inform parents in these cases.

Admission details can be found on the school website under the 'Policies' tab. If parents require any further information on the admission of their child, an appointment can be made with a member of the School Office Team.

## **9.2 Pupils at School with Medical Conditions**

The school recognises that all children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have a statement or Education Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014).

The school has a separate policy for supporting children with medical conditions at school. This can be found on the school website.

## **10. TRAINING AND RESOURCES**

As a staff team, we always strive to keep our knowledge and understanding of children with SEND up to date and attend training as part of our own continuous professional development. This may include training from the Educational Psychology service, Specialist Teacher Advisors or other agencies depending on the needs of the children.

## **11. STORING AND MANAGING INFORMATION**

Highly personalised IEPs or IBPs are written for individual children on a termly basis detailing specific targets in order to make progress. These IEPs/IBPs are confidential kept in a locked filing cabinet and managed by the SENCo. Pupil records will be passed onto the child's next setting. The school has a Data Protection Policy which can be found on the school website under the 'Policies' tab. This policy applies to all pupil records.

## **12. ACCESSIBILITY**

Ranvilles Junior School is committed to ensuring the inclusion of disabled pupils. Details of the can be found in the School Equality Policy, which is published on the school website and can be found under the 'Policy' tab.



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### **13. COMPLAINTS**

If a parent/carer has concerns about the school's SEND provision, then the class teacher should be contacted in the first instance. We will strive to resolve any concerns through discussion with the class teacher, SENCo or a member of the Senior Leadership Team.

Complaints should follow the school's Complaint Procedure which can be accessed on the school website

### **14. APPENDICES**

Ranvilles Junior School SEN Information Report

[http://ranvillesjuniorschool.co.uk/wp-content/uploads/2014/10/SEN\\_website\\_report\\_PDF.pdf](http://ranvillesjuniorschool.co.uk/wp-content/uploads/2014/10/SEN_website_report_PDF.pdf)