



# SPECIAL EDUCATIONAL NEEDS & INCLUSION POLICY 2020-2021

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Note: Our SEN/Inclusion Policy remains as before, however we have had to modify our Accessibility (Sept 2020) Plan due to the impact of Covid 19 towards limiting risk to our stakeholders.

## **Our School Vision and Values**

Thames View junior School is at the heart of the community. It is a place where everybody has a voice and is valued. Positive relationships between staff, pupils and parents ensure that our children flourish in an environment of mutual respect and tolerance. We are an ambitious school with high expectations from both staff and pupils.

Our children will leave us, ready to positively embrace life in modern Britain and through our broad and balanced curriculum we endeavor to prepare them for the next stage of their academic journey.

At Thames View Junior School, our safe and nurturing environment enables children to flourish and attain their potential both academically and socially.

# **Striving for Excellence**

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# **Special Education Needs (SEN) and Inclusion Policy**

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## **Principles and Objectives**

At Thames View Junior School we aim to provide a curriculum which is accessible to the individual needs of all our children. We recognise that some pupils, during their time at the school, will encounter a greater challenge with learning than the majority of their peers will. These children will require additional support, strategies or materials to access the curriculum.

- We strive to meet the educational needs of all our pupils.
- Every child matters and we recognise the positive contribution that all our pupils make to the school community.
- We aim to work in partnership with parents and the child to achieve this and to raise pupil attainment.
- We will actively seek advice and support from specialist provision.

Everyone in the school community has a positive and active part to play in achieving this aim.

## **Definition of Special Needs**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they: *“have a significantly greater difficulty in learning than the majority of children the same age; or have a disability which hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority”* (section 1:3 Special Educational Needs Code of Practice)

## **How do we define Special Educational Needs**

Children whose learning and / or behaviour is severe enough that it cannot be catered for by normal curriculum differentiation or within normal classroom management procedures are placed on the SEN register.

This means that if you have a child in your class who is having difficulties to access the curriculum despite clear differentiation and is constantly underachieving; then they are to be regarded as having a learning special need. Likewise, if a child does not respond to warnings and cautions by following the school behaviour procedure, then they will need to be considered as having a behaviour special need.

## **Examples of Special Educational Needs**

Children with special educational needs may need extra help because of a range of needs such as:

- Thinking and understanding – this could be all of the work in school or specific problems with reading and writing or number work.
- Physical or sensory needs
- Emotional or behaviour difficulties

- Difficulties with speech and language
- Difficulties with how they relate or behave with other people
- Organising themselves

### **Provision Mapping**

Thames View Junior School has an active provision map; this means that we recognise that it is essential to identify the need that a child has before attempting to create a provision. Where a child's need has been identified then a response will be created to actually meet that need. We have acknowledged that it is important to recognise the root of the problems that a child is experiencing and attempt to support or fix these and avoid short term boosts.

This, therefore, means that the provision within the school must remain fluid and adapt regularly depending on the children who are within the school. We attempt to deal with problems at the earliest opportunity and all staff is actively encouraged to seek advice and support.

### **Inclusion at Thames View Junior School**

Inclusion within the school promotes equality of opportunity for all pupils so that children have equal access to opportunities that develop their skills and abilities. It should be noted that it is recognised that inclusion does not mean that all pupils are treated the same but that we take account of learners different needs and life experiences.

### **Responsibilities/Job descriptions**

It is important to be aware that different members of the school community will have different responsibilities which will link together to provide the support and structure for children with learning difficulties to be able to make progress. These roles will cover support for the pupils through to supervision of the whole SEN department.

### **SEN Governor**

The SEN Governor will be appointed by the governing body of the school. They will not be linked to the SEN department in anyway prior to their appointment; this will allow for there to be an independent set of checks which can ensure that the department is operating effectively, as well as an independent viewpoint which will ensure a fresh exchange of views and ideas. Regular meetings will facilitate this exchange of ideas between the SENCO and SEN Governor.

### **Headteacher**

The Headteacher will be responsible for overseeing of the SEN department; they will be kept informed of the day to day running of the department as well as being the final decision taker on the SEN development plan. Weekly meetings will occur between the SENCO and the Headteacher to ensure that the Headteacher is able to facilitate their obligations under sections 69 and 73 of the school standards and framework act 1998 to ensure the implementation of an appropriate curriculum within the school.

### **Inclusion Manager/SENCO**

The Inclusion Manager/SENCO will be responsible for the day to day management of the SEN department. This will include the direction of staffing as well as supporting the development of the interventions to enhance the learning of the children on the SEN register. The Inclusion Manager/SENCO will also be responsible for the structuring of the development plan for SEN across the school. There will also be the need to monitor the teaching of any interventions which are in place as well as tracking the progress of any children on the register.

### **Class Teacher**

Class teachers will be responsible for monitoring children who are on the SEN register as well as identifying any children who are showing the need to be moved onto the register. Teachers will be required to support wave 1 interventions within the classroom.

### **Specialist Support Assistants**

The LSAs will be responsible for delivering interventions both in and out of the classroom. They will have specific duties involving specific year groups directed by the SENCO. Within the classroom they will support teachers with aiding children, who are on the SEN register, reach their targets on their IEPs.

## **Special Education Needs Procedures**

### **Initial Concern**

This is for children where concerns are being identified prior to the need for the child to go on the SEN register. The teacher at this stage should use a variety of in class support to intervene. These interventions should be recorded and noted to provide the evidence to support the application for the child to be moved onto the SEN register.

### **Intervention Groups**

This is for children who need some regular intervention /support. This may be within a small group, supported by an LSA or class teacher, either within or external to the classroom or through a specific intervention linked to the schools provision map.

The class teacher will identify those children who will need the additional intervention and the form it should take. The class teacher will also make sure that there is a specific timeframe for this intervention to be administered. All interventions should be based on the identified need, a programme of work to remediate the need and an evaluation of the success of the intervention. This must be evidenced and the class teacher will then devise another programme to assist the child or move the child into the mainstream learning environment.

## **SEN Support Stage (K)**

This stage is for children whose special needs would benefit from support from an outside agency. It is important to note that this is not to lead to the perception of a child with a more severe special need. At this stage external agencies will become involved and consultations will occur which include both the child and the parent.

All children at this stage must have an IEP (Individual Education Plan) which sets out targets for interventions. IEPs should be updated termly; a pro forma is included for you to record the targets appropriate to each child. An IEP will then be printed out for you which will need to be included within this file. At the end of each term progress towards the targets should be noted and a new IEP set up. If the child has made little or no progress then targets can remain the same, but it needs to be identified why the child only made such limited progress. Completed IEPs must be retained within the folders for the duration of the year.

A review of the child's progress should be made 3 times a year. Parents should be invited to the review and their comments noted. Where possible these reviews can coincide with Parents Evenings. The review notes should be kept within this file and a copy must be given to the Inclusion Manager/SEN coordinator to be held within the SEN records.

The type of outside support available for pupils –

- Educational Psychologist
- Behaviour Support Service
- Child and Family Consultation Service
- Complex Social Communication Needs Service
- Child Development Team
- Occupational Therapist
- School Nurse
- Hearing Impaired Service
- Joseph Clarke School (visually impaired)
- Speech and Language Service
- Children's Services

All requirements for IEPs and reviews will remain the same, though you should seek advice from the Inclusion manager/SENCO in regards to these reviews.

## **Statement of Education or Education Health Care Plan (EHC)**

A formal statement of Special Educational Needs has to be issued through the LEA. A report by the class teacher of previous interventions will be required. All requirements for IEPs and reviews remain the same, though the Inclusion Manager/ SENCO will be part of this review process. Additionally an annual review takes place to see if the statement needs revising; this meeting will include the Inclusion Manager/SENCO, the parents and any external agencies involved with the child.



### **What is an individual educational plan (I.E.P) ?**

Pupils who are at School Action Plus or those who have a Statement will have an individual education plan (IEP). This will say what help is given, who will give the help, what the SMART (specific, measurable, achievable, realistic and time related) targets are for a pupil and when and how progress will be monitored. Targets will be discussed with the parents/carers and they will be asked to sign the IEP. The parents/carers will be given a copy of the IEP.

### **Moving Children on and off the Special Needs Register**

Children may be moved up and down the stages as and when appropriate; this can include being taken off or put on the register if sufficient evidence has been gathered. In all cases the SENCO must be informed before the parents are contacted and notified of the changes. Support will always need to be provided for a child who is either moving towards the register or who has just come off.

### **How are pupils reviewed?**

If a pupil is supported in **Interventions Groups** then their progress is usually discussed with the class teacher and Inclusion Manager/SENCO at the termly meetings and class teacher and parents at Parent Consultation meetings.

If a pupil function at **SEN Support (K)** their progress in addition to the Parent Consultations, can also be reviewed by the parents/carers, the SENCO, the representative from the outside agency involved with the pupil as well as the class teacher and the support staff working with the pupil.

If a pupil has a **Statement of Special Educational Needs / EHC** then their progress is discussed during the Annual Review. The parents/carers, all teaching staff and agencies working with the pupil are invited to the Review. A representative from the Local Authority is also invited.

**Review Date** As and when advice for the management of Covid19 impacts on the school.