

# Flax Hill Junior Academy



## Special Educational Needs and Disability Policy

### Policy Status and Review

<b>Date:</b>	January 2024
<b>Review Date:</b>	January 2025
<b>Signed by Governor:</b>	Marion Couchman
<b>Date Signed:</b>	11/01/2024

All children at Flax Hill, regardless of SEND, are given access to all learning and wider school opportunities that are on offer.

SEND children receive individual termly targets and are supported in achieving these through carefully planned and implemented interventions, support strategies and work with outside agencies where needed. This impact is measured through the progress the pupils make within their school- based assessments, teacher observations and feedback from outside agencies.

### 1. Principles

- To identify pupils' special educational needs as early as possible.
- To plan an effective curriculum in order to meet the special educational needs of each pupil.
- To assess and monitor progress.
- To work in partnership with parents of pupils with special educational needs.
- To involve parents and pupils in the identification and review of targets set out in their Individual Education Plan.
- To ensure that all staff are aware of the procedures for identifying, monitoring, teaching and supporting pupils with special educational needs.

### 2. Procedures

The class teacher, with the support of the SENDCo, Headteacher and the governing body, is responsible for the SEND provision within their lessons. The SENDCo will support staff in areas such as:

- Maintaining the special education needs register.
- Working alongside in identifying, monitoring and evaluating pupils' progress.
- Providing support and advice with target setting and reviews.
- Liaising with outside agencies such as: Educational Psychologist (EP), Speech and Language Therapy (SpLD) Autism Inclusion Team (AIT).
- Supporting staff and children with carefully transition to or from the educational setting.
- Overseeing and maintaining any specific resources for special educational needs.

### 3. Defining the Child with Special Educational Needs

A child has *special educational needs* if he or she has a *learning difficulty*. A learning difficulty may be defined as:

- Having significantly greater difficulty in learning than the majority of children of the same age.
- Having a disability which prevents or hinders learning.
- Having behavioural or emotional difficulties which affect or hinder learning.

Initial concerns of a child may be raised by any one of the following: staff, parents and outside agencies from the LEA.

The following may be used to aid identification of a child with special educational needs:

- Baseline assessment
- Ongoing assessment by the class teacher
- SAT results
- NFER tests
- Assessment by SENDCO
- Assessment by outside agencies

Once identified the school follows the guidance as set in the Code of Practice, with a **personalised Graduated Response**.

### **Monitoring**

As a school, we are using a **graduated response** to supporting children with additional needs. If we have concerns about a child in one or more of the four areas of SEN, we will begin by holding a parent discussion and moving the children onto a monitoring register. Similarly, if a parent has concerns regarding their child, the class teacher will have a discussion and begin to monitor the child. The children will have targets outlined and their progress will be reviewed every term with reasonable adjustments being made in class as a starting point. The areas of need are as follows:

- *Communication and interaction*
- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory and physical*

### **School Support**

The triggers for intervention through *School Support* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

This is characterised by the gathering of information and increased differentiation within the child's normal classroom work. The class teacher will:

- Speak to the SENDCo to register the child on the School's Support Log.
- Consultation with parents and child to inform of intervention and monitoring of progress.
- Identify the nature of the child's difficulties and alter their teaching to suit the child's needs.
- Complete an Assess, Plan, Do and Review document to highlight what provision will be made.
- Formal review with parents at parents' evenings or earlier if necessary.

### **School SEN Support**

This is characterised by the involvement of specialists from outside the school. A child who is still continuing to experience difficulty with learning may need support from outside school. This will be decided upon during a review involving parents/class teacher/SENDCO and Headteacher. If this is the case then the following will happen:

- SENSS may be involved to assess the child.
- Educational Psychologist referral may be made.
- Further support from Specialist agencies relating to the nature of the difficulty.

The teacher will:

- Continue to monitor and update the Assess Plan Do and Review document
- Track the children's learning through the interventions in place

If the child is not making satisfactory progress, then the outside agencies will help the school to put into place specific programmes tailored to the individual child's needs.

### **Request for support**

If the child is still not making satisfactory progress, the SENDCo will consider making a request for support from the Local Authority.

Once the SENDCo has applied, the panel has to make a decision whether to proceed with an assessment. The outcome of the assessment may result in the pupil being issued with an Education, Health and Care Plan. If this is not the case the LEA have to explain their decision. The parents may appeal against this decision and have to proceed through the Educational Needs Tribunal.

### **Education, Health and Care Plan (EHCP)**

The Headteacher, SENDCO and parent will be given a draft EHCP to consider and decide which option of support to deploy. Once returned and issued by the LEA as a final statement the SENDCO and class teacher will:

- Draw up an Assess, Plan, Do and Review document which shows how the needs and provision set up in the statement are being met by the school.
- Consult with outside agencies as necessary for the advice in implementing the provision.
- Discuss the Assess, Plan, Do and Review document with pupil, parents and any outside agency that are involved with supporting the young person.
- Be involved in the annual review (or transfer review for Year 6 pupils) of the EHCP alongside parents and any outside agencies.

### **Co-ordinating Provision**

The needs of the majority of pupils will be met in the classroom through a differentiated curriculum. Other children may work in small groups either in or away from the classroom for specific activities. For children with statements or EHCPs this may result in the provision of a Learning Support Assistant to assist with delivering the targets as outlined on their statement or EHCP objectives. This provision may be provided by the class teacher, LSA, outside agencies or a combination of these. This provision will be evaluated and monitored by Assess Plan Do and Review documents to ensure effectiveness. The Headteacher and SENDCO are aware of all SEND provision through liaison with all staff involved. The SENDCO will monitor the progress and provision. Class teachers will provide activities, targets and objectives for the Teaching Assistant or themselves to deliver and evaluate. Class teachers will continue to monitor and assess children in their class and keep records in their assessment folders.

### **Dyslexia Friendly Environment**

In every school there are a significant number of pupils with dyslexia who need not only literacy programmes to improve their skills, but also a dyslexia friendly environment in which to gain confidence and develop their abilities. The skills and strategies which dyslexic children need in order to learn can be taught. Strategies that are good for dyslexic learners are good for everyone.

A whole school approach underpins success for pupils with dyslexia.

At Flax Hill Primary School we make provision for dyslexic pupils and provide programmes of support where necessary. Many strategies are already in place to ensure effective learning such as cursive handwriting script and precision teaching of spelling. These are ways in which we are helping to develop dyslexic learners and make our school dyslexia friendly.

The aim of the school is to continue this good practice and, as part of a continuing programme of staff development, offer further advice about how to achieve a dyslexia friendly learning environment.

### **Partnership with Parents/Carers**

Parents or carers are seen as partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and monitoring of their child's progress at school. Parents' contribution to their child's education is highly valued by all staff.

If parents or carers have a concern about the provision for their child they should attempt to resolve it in the following order:

- With the class teacher.
- With the SENDCO and/or the Headteacher.

In the event of this being unsuccessfully resolved there is a complaints procedure within the LEA.

### **Admissions**

Please refer to the Admissions Policy.

**Governing Body**

The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy, approach and funding to meet the needs of SEND pupils.

**Staffordshire SEND Family Partnership**

School will inform parents of the role of the Staffordshire SEND Family Partnership and signpost to their website.

This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Unit.

*A signed copy of this document is available from the school office.*

**Version Control**

<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	<b>Reasons for Alterations</b>
1	January 24	Document created	