

Clarendon Junior School



SEN Information Report / Policy

Welcome to Clarendon Junior School's SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs (SEN).

In September 2014 the government published a new SEND Code of Practice, which set out statutory guidance for schools. Children will either be placed on either a Provision Map or a My Support Plan. Education, Health and Care plans (EHCPs), which in Wiltshire are called 'My Plans', are for those children who require more specialist support and intervention. <https://www.wiltshirelocaloffer.org.uk>

Under the new Code of Practice, a child is deemed to have Special Educational Needs, or SEN, if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or his or her disability 'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'.

At Clarendon Junior School all children will be given full access to the National Curriculum. Staff will endeavour to help each and every one of them reach their full potential, irrespective of race, physical ability, gender, age or learning ability.

Our aims and objectives

To work within the guidance provided in the SEND Code of Practice 2014.

To identify children with Special Educational Needs at an early stage so that their particular learning requirements can be addressed.

Effective learning opportunities will be tailored to meet the needs of individual children.

To make use of screening and assessment materials to regularly review children's achievements and progress.

To work closely with parents of children with Special Educational Needs.

To provide support and advice for all staff working with the children so that they are aware of the procedures for identifying, supporting and teaching them.

How we identify and assess a child with Special Educational Needs

The attainment and progress of all children is carefully tracked and monitored throughout the school year. If teachers have any concerns regarding a child in their class, they will discuss their concerns with the parents and also with the SENCO.

The targets of children who have a My Support Plan are reviewed three times each year in conjunction with the child and parents.

In addition, teachers meet regularly with the SENCO where the progress and provision for all children on the SEN register is discussed in order to inform future provision and priorities. Where concerns have been raised, teachers will complete the Graduated Response to SEND Support (WGRSS). This gives guidance regarding procedures and strategies and help to inform decisions as to whether children should be on the SEN Register. A child may be added to the SEN Register at the 'SEN support' level so their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage.

The Class Teacher and/or SENCO may carry out further assessments to identify key areas to target and support the process of evaluating the effectiveness of any interventions that are put in place.

Ongoing concerns may involve referring a child to an outside agency such as Educational Psychologists, Speech and Language Therapists, Behaviour Support, Occupational Therapist, CAMHS, SENSS, School Nurse, Community Paediatrician and Physical Impairment Service.

Whilst most children will have their needs met at the 'SEN Support' level, some may require an Education, Health and Care Plan (EHCP) assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes.

Children who have an EHCP will also have a formal Annual Review meeting to review their progress and current needs.

The provision we make for children with Special Educational Needs/Identifying SEN

We aim to make our provision within each of the four categories identified in the 2014 Code of Practice. These four areas give us an overview of the range of needs that we should plan from and what action we need to take. At Clarendon Junior School we identify the needs of the whole child and not just the SEN.

- Communication and Interaction – Speech and Language, Social Communication difficulties.
- Cognition and Learning - General Learning and Specific Learning Difficulties.
- Social, Emotional and Mental Health- Emotional Literacy Support Assistant, Lunch Club, Meet and Greet, Circle Time, Social Skills groups, Relate, Time-to-Talk, CAMHS, Pastoral support
- Sensory and/or Physical – Hearing, Visual, Physical Difficulties.

Additional support is available for extra-curricular activities, including school trips and swimming lessons.

Various factors may impact on the progress and attainment of some children which does not constitute them having SEN. These could include Attendance and Punctuality, EAL, Health and Welfare, in receipt of Pupil Premium Grant, a Disability and being a child of a Serviceman/woman.

The curriculum and learning environment for children with SEN.

The 2014 SEN Code of Practice recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'

Teachers are responsible and accountable for the progress and development of the children in their class, including where they access support from teaching assistants or specialist staff.

High quality teaching, personalised and differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

We adhere to the 'Assess-Plan-Do-Review cycle' for children who require provision that is additional to or different from that made generally for others of the same age.

Supporting/involving families and children

We recognise the value of working in collaboration with parents and carers of children with SEN in order to achieve the best outcomes for them. We want you to feel well informed about what is happening in school and how your child is progressing.

In addition to review meetings we will also communicate with you by phone calls, home-school books or letters home. Teacher parent appointments are held twice yearly. If you would like to discuss the provision for your child at another time then you should contact your child's class teacher.

We also have a Pastoral Team, including a Parent Support Advisor who can provide or signpost support for parents or families.

When supporting children with SEN, we aim to talk to our children and fully involve them.

We have a 'One Page Profile' to provide the people who work with children an accurate summary of their interests, strengths and views.

Children with medical conditions.

We are a fully inclusive school who do not discriminate against any child with physical and/or medical issues.

As and when the need arises, we will liaise with outside agencies and train staff to enable the inclusion of these children.

They are properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have physical disabilities and, where this is the case, we will comply with our duties under the Equality Act 2010.

Please refer to our Equality policy regarding provision.

Monitoring and Evaluation of SEND

The careful monitoring and evaluation of the provision we offer all pupils is an ongoing process. This is achieved by regular meetings between:

The SENCO and Headteacher.

The SEN Governor and the SENCO to discuss the effectiveness/ impact of the provision for children and to scrutinise some of their class work.

The SENCO with class teachers and teaching assistants.

Also through classroom observations to monitor the effectiveness of provision.

Roles and Responsibilities

The SENCO, Mrs Kathy Marks, with the support of the Head Teacher, Mrs Karen Ward, and the Governor for SEN, Mrs Sisilia Seru, will take responsibility for the provision of SEN throughout Clarendon Junior School.

The SENCO has day-to-day responsibility for the operation of the SEN policy and the coordination of specific provision made to support pupils with SEN, including those who have EHC plans.

Training and Resources

There is an appraisal process that the Headteacher completes with all members of staff which is linked to our School Improvement Plan.

There is a dedicated budget for the professional development of staff which is prioritised in the SIP.

Storing and managing information

Please refer to our Freedom of Information Publication Scheme for information regarding where and how data is stored.

Accessibility

Please refer to our Accessibility Audit and Action Plan regarding the schools provision in this area.

Dealing with complaints

Complaints from parents or legal guardians concerning the provision of special educational needs should be directed to the relevant class teacher. If the matter is not successfully resolved the SENCO and/or Headteacher should be involved. If the issue is still not resolved the SEN Governor should be notified and if necessary the Chair of Governors.

Bullying

Bullying of any form is not tolerated at our school.

We have a clear system of sanctions to address any incidents of bullying.

Please refer to our Behaviour Policy for further information.

Transferring to a new school

We ensure that children are well-prepared for the transition.

There are close links with the adjoining Infant and local Secondary Schools.

To ensure a smooth transition, children will follow an induction programme which involves visits to the new school and meeting the staff in both settings.

Reviewing the policy

This policy will be reviewed in January 2024.

Date.....

Signed..... (SEN Governor)