



The Godolphin Junior Academy

**Special Educational Needs and
Disability Policy**

September 2017

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	September 2017
Date of review	September 2018

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1) Vision and Ethos

At The Godolphin Junior Academy, we aim to enable all pupils 'to achieve their full potential in academic, creative and physical aspects of school life, developing a lifelong enthusiasm for learning, an enquiring mind and the confidence to take risks'. By creating a happy, safe, caring and inclusive environment that encourages learning within an ethos of support, encouragement and challenge, we aim to teach children to have respect for themselves and for others and to become caring and responsive members of the school and wider community. Equal importance is placed on academic achievement and personal qualities through a stimulating, broad and balanced curriculum enhanced by a wide range of extra-curricular activities. Caring for the well being of all pupils including those with Special Educational Needs and Learning Difficulties and Disabilities is fundamental to the school's ethos; the SEN policy sets out the ways in which we do this.

2) Relationship to legal requirements (Appendix 1 – links to legislation)

The Godolphin Junior Academy's Policy for Supporting Pupils with Special Educational Needs meets its statutory requirements and reflects the most recent requirements and recommendations of the Special Educational Needs Code of Practice (2014) and the Equality Act (2010). The policy should be read in conjunction with the school's policies on behaviour, curriculum and equal opportunities, the bullying and attendance policies, the Single Equality Scheme and the Teaching and Learning Policy. We are continuously and actively revising the needs of our pupils, the requirements of changes in legislation and the support mechanisms we put in place in order to enable our pupils to fulfil their potential and become caring and responsive members of the school and wider community.

1) What is a Special Educational Need?

A child has a Special Educational Needs if they have a learning difficulty or disability which means that special educational provision needs to be made for them so that they can learn and take part in lessons and activities in school.

This might be because 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 being able to use the school's facilities

A child will also be covered by the SEN definition if they have a disability or health condition which requires special educational provision to be made definition.

Children Looked After

Some pupils who are Looked After may also have Special Educational Needs. Where this is the case, their needs will be met in the same way as other children's SEN as detailed below. However, close collaboration will take place between the SENCo, the Designated Teacher for LAC and outside agencies supporting LAC pupils.

2) Categories of SEN (Appendix 2 – changes from previous terminology)

Special educational needs and provision can be considered as falling under four broad areas (SEN Code of Practice 2014 p.60)

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or Physical

NB 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. For these children, provision will be made through the teaching of English as an Additional Language (EAL).

5. Teaching and Learning (for full details please see the Teaching and Learning policy)

Every teacher is responsible and accountable for all pupils in their class wherever or with whomever the pupils are working

At The Godolphin Junior Academy, teachers ensure that all children's needs are met through high quality teaching. They strive to reduce or remove barriers to achievement through: assessment and ambitious target setting, differentiated approaches and lesson planning, targeted use of non-teaching support and involving children (and parents) in discussion around their learning. Teachers will set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving and making at least adequate progress.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

It is recognised that some children, despite high-quality teaching targeted at their areas of weakness, may not make adequate progress and that this may be because the child has a significant learning difficulty. Where this is the case, provision to meet the child's special educational needs must be put in place.

'Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.'

6. Identifying and Assessing Special Educational Needs Identification

Children with SEND may be identified by their infant setting prior to arrival at The Godolphin Junior Academy. SENCo and Resource Base Leader staff ensure as much information as possible is gathered through liaison with their infant settings.

It is recognised, however, that pupils admitted into TGJA may have unidentified special educational needs, and that children's special educational needs may change over time. Therefore teachers monitor and assess pupils on a daily basis through marking and assessment of class books and weekly tests and termly through summative assessments.

More formal assessments are also used to monitor pupil's attainment and progress.

Assessment

This data forms the basis of termly Pupil Progress Meetings where members of the Senior Leadership Team and each class teacher discuss progress and decide upon appropriate differentiated teaching strategies and appropriate additional support. Where a pupil then continues to make inadequate progress, the class teacher will complete a 'Raising Concern' Form (Appendix 3). A meeting will then be held between the class teachers, SENCO and parents in order to establish whether or not a Special Educational Need is present and to problem solve planning, support, teaching strategies and individual pupil targets. At this point, in discussion with parents, further more specialist assessments may be recommended to understand better the exact nature of the child's needs.

However, the importance of parents' specific knowledge of their child is recognised and parents/carers who have a concern regarding their child's progress are very welcome to discuss these with the class teacher or the Special Educational Needs Co-ordinator.

Target-setting

Where it is agreed that a pupil does have a Special Educational Need, this will be recorded on the school's electronic systems, SIMS and Classroom Monitor, under the Single Category of SEN so that all staff are aware of the child's needs (Appendix 4 for changes in SEN Codes). All children with identified SEN will have an individualised provision map. This will set out their needs, their current levels, ambitious targets for progress and support strategies and resources. Where appropriate, targets will be informed by assessments from outside professionals (see 'Outside Agencies' below)

Review

Targets will be reviewed each half term and new targets set. At the termly parents' evenings, parents of pupils with SEN will be invited to meet a member of the Inclusion/SEN team to review progress and discuss provision map targets and support strategies. These meetings will be supplemented with additional meetings as required.

Provision

Provision for children with identified SEN may include;

- adult supported small group work (within the classroom)

- adult supported small groups work (withdrawal groups)
- individual support within the class (for specific lessons)
- individual withdrawal support
- supervised break/lunch and unstructured times
- individualised resources (e.g. visual time-table, Picture Exchange Communication Systems, visualisers, social stories)
- therapeutic interventions delivered individually or in small groups (eg Speech and Language, Occupational or Physiotherapy programmes)
- experiential learning
- reward charts, behaviour logs
- home/school communication books

The provision for SEN children, the impact of that support and pupils' progress is accurately recorded and regularly updated. National curriculum levels are recorded on Classroom monitor on a termly basis and this information, as well as teacher assessment data, is used to track, monitor and identify trends within the progress of children with SEN.

In addition to assessment of pupils' academic progress, teachers also monitor their social and emotional well-being. Where there are any concerns regarding these areas, the same process as outlined above of identification, target setting and review will be implemented, drawing on the additional expertise of the Behaviour Lead, the Family Support Worker and external agencies as appropriate.

Individual Education Plans (IEPs)

When a pupil's needs are appropriate for School Support an Individual Education Plan is written.

The Individual Education Plan will:

- be dated
- identify the nature of the pupil's learning difficulty
- Set the maximum of 2 – 3 SMART targets
- Detail the action to be taken
- Help to be sought by parents/carers
- Review arrangements and dates

Individual Plans will be used as a working document by class teacher, teaching assistants and other support staff and will be annotated as appropriate to assist assessment and review process. The plan will be reviewed at parents meeting termly.

7. Outside agencies and multi-agency working

In order to ensure that the most appropriate strategies and resources are used to meet the specific needs of our children, the expertise of a range of additional professionals may be sought. The Speech and Language Therapist is a regular visitor to the school carrying out assessments of pupils' speech, language and communication needs, writing the results of these assessments in information reports which are shared with parents, setting targets and suggesting programmes of provision for staff to carry out under her supervision.

The Godolphin Junior Academy also purchases the services of an Educational Psychologist to assess the needs of pupils, to suggest targets, strategies and resources and to support staff to meet the needs of pupils with SEN.

Other agencies which may be called upon to assist in the provision of SEN include; Autism Service, Child and Adolescent Mental Health Service, Children and Young People's Integrated Therapies (Occupational Therapy, Physiotherapy), the Social Emotional and Behavioural Outreach Support Service, Destiny Support (Family Support), Daisy's Dream (Bereavement Counselling), Children and Families Social Services.

Where a child has significant needs that require considerable additional provision, all the different agencies involved in supporting that child will meet together with the parents and, where appropriate, the child to discuss the best ways of working and to create a multi-agency approach.

8. Education Health and Care Plans

An Education Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25. The Education, Health and Care Plan (EHCP) is an exciting new way of working designed to put children, young people and families at the centre of the assessment and planning process. This is called person centred planning and is all about increasing parents' and children's choice and control. The plan will set out clear targets which have been agreed by the parents and the child and will detail how these are to be achieved. All EHCPs will be reviewed annually. In addition, termly meetings will be held with relevant members of school staff, outside agencies and parents.

9. Medical Needs

Parents complete a medical questionnaire on admission and the results of this are added to the pupil's SIMS record for general staff information. Pupils with medical needs will not necessarily be considered as having Special Educational Needs and/or Disability but may need some additional provision to be made to accommodate their medical conditions.

A Care Plan will be drawn up for pupils with ongoing medical conditions which might require reasonable adjustments to be made or those for whom specialist First Aid training for staff might be required. Care Plans are drawn up by medical professionals and attached to pupils' SIMS records. First Aiders in the school will be informed of all Care Plans and any changes to them.

10. Extra Activities

Children with SEN are encouraged to participate in all clubs, trips, visits and 'special days' (in-school experiences). Appropriate support to enable them to do so will be put in place.

11. Keeping Up to Date with Knowledge and Skills

Programmes of in service training for both class teachers and all support staff are planned in advance to meet the current and expected needs of all pupils including those with SEN based on analysis of progress and attainment data and behaviour logs and informed by performance management targets of staff. These training sessions may be delivered by in school staff or by outside professionals with specialist skills and knowledge.

It is the responsibility of the inclusion team to ensure that all staff are kept up to date with any new legislation.

12. Transitions

The importance of transitional stages is recognised. Towards the end of the summer term each year, a 'transition' day is held where the children get to meet their new class teacher. Hand-over meetings are also held between staff in order to pass on key information and to discuss the individual provision maps. Extra transition visits are arranged as required to support individual pupil needs.

Secondary Transfer

Written information is passed to the receiving secondary school for all pupils with SEN. For those with EHC plans and other pupils with high level SEN, individual transition processes will be carried out. This will usually begin with a multi-agency meeting attended by parents, pupil and staff from the receiving school and may also include observations of the pupil by secondary staff and a series of supported visits by the pupil to the new school. Every effort is made to ensure that parents, children and colleagues have all the information they need in order to effect a smooth and successful transition to secondary school.

Casual admissions (children joining the school in the middle of the year)

For pupils with SEN joining mid-year, electronic and paper files will be accessed from the child's previous school. The SENCo will request a meeting with the parents and child in order to discuss the nature of the child's SEN and to find out what support the child has benefited from previously. If possible staff including teaching assistants, visit pupils in their current school before transition. In some cases, in order to make the transition as smooth and effective as possible, a phased entry may be put in place with the child attending part-time initially and building to full-time as soon as is appropriate.

13. Helpful Contacts (Appendix 5)

The first point of contact for all parents is the class teacher.

- Special Educational Needs Co-ordinator – Mrs A Tudor
- Executive Principal – Mrs A Probert
- Chair of the Academy Council – Mrs Penel Meredith
- Parent Partnership Service - parentpartnership@slough.gov.uk or telephone 01753 787693.
- Special Voices – 07990 693439 or info@specialvoices.co.uk

14. Admissions

How to apply for a place at The Godolphin Junior Academy

You need to apply directly to Slough Borough Council at St Martin's Place, 51 Bath Road, SL1 3UF. Tel: 01753 875 728

Once you have been allocated a place at TGJA you can collect an application form directly from the school. Please complete the application form, including Council Tax reference number, and return to the school together with the following documents:

- Your most recent Child Benefit letter or Family Tax Credit documentation.
- Your child's birth certificate.
- Parent/Legal Guardian's visual identification e.g. Passport or Driving Licence.
- Utility bill with current address

Visiting the School

Please telephone the school to arrange a visit.

Requesting Appeal Documentation

If your application has been unsuccessful you must make your appeal in writing:

- You can write a letter to Slough Borough Council request the appropriate appeal form.

15. Complaints: Please see Complaints Policy

<http://www.godolphin-jun.academy/data/policies/TGJA%20Complaints%20Procedure%20September%202016%20Final.pdf>

16. Monitoring and review of SEN Policy

This policy will be ratified by the IEB and reviewed at least bi-annually

Appendix 1 – previous SEN categories

Disabled children and young people without SEN are not covered by the Children and Families' Act 2013 or the SEN Code of Practice 2014 but are covered by provisions elsewhere in legislation, including in the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

The Equality Act 2010

Everyone covered by the SEN Code of Practice 2014 has duties in relation to disabled children and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled children and young people. Public bodies are also under wider duties to promote equality of opportunity. The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

'Working Together to Safeguard Children' (2013): Statutory guidance which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Appendix 2 – links to legislation

The categories of SEN laid out in the SEN Code of Practice 2001 were;

1. Communication and interaction
2. Cognition and learning
3. Behaviour, emotional and social development
4. Sensory and/or physical

The only change to this in the SEN Code of Practice 2014 is to category 3. which now becomes;

3. Social, mental and emotional health

Appendix 3

SEN – Raising Concern Procedures

Email the Vice Principal and copy in the Team Leader and SEND Teacher with **SEND Concern** in the subject line

Please use the following template to highlight your concerns.

Pupil Name:

Class:

1) What are you most concerned about?

(E.g. Literacy, numeracy, attention and listening, speech production, speech and language comprehension/expression, behaviour/emotional, social interaction)

2) How does this difficulty impact on the child in school?

(E.g. current levels, observed behaviours, interactions with adults/peers)

3) How long have these difficulties persisted?

(E.g. a few weeks, ½ term, 1 term, intermittently, and constantly)

- 4) List any strategies already used and how successful they were.
(e.g. IEP targets, visual prompts, star charts, additional supervision)
- 5) Note of discussion with pupil (where appropriate)
- 6) Note of contact/discussion with parents/carers
- 7) External agencies involved(if any):

Appendix 4 – SEN Codes

The SEN codes in the SEN Code of Practice 2001 were;

School Action
School Action Plus
Statement of SEN

In the SEN Code of Practice 2014, School Action and School Action Plus disappear to be replaced by a Single Category of SEN.

Statements also cease to exist and will be replaced with new, person-centred, 0-25 years, Education, Health and Care Plans (EHCPs).

Appendix 5 – Roles and Responsibilities

Class teachers

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- Teachers should set high expectations for every child and aim to teach them the full curriculum, whatever their prior attainment. They must refer to teachers standards.
- Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of school's performance management arrangements and its approach to professional development for all teaching and support staff.
- The identification of SEN should be built into the overall approach to monitor the progress and development of all pupils.
- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they should be given extra support.
- Where pupils continue to make inadequate progress, despite high quality teaching, targeted at their area of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child.

- Once a potential Special Educational Need is identified, four types of action should be taken to put effective support in place: *assess; plan; do; review*. This is the graduated approach called SEN support.

The Special Educational Needs Coordinator (SENCo) must be a fully qualified teacher.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with SEN;
- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising a on 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 children with SEN;
- liaising with 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 LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school or maintained nursery keeps the records of all children with SEN up to date.

The **Executive Board** ensures that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Appropriate staffing and funding arrangements are set up
- SEND provision is an integral part of the school's development plan

The **Principal** takes responsibility for:

- The management of all aspects of the school's work including provision for pupils with SEND as defined in 4 above
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel in the school
- Ensuring that the implementation of this policy and the effects of relevant policies on the school as a whole are monitored and reported