Hall Green Junior School

Special Educational Needs and Inclusion Policy

Updated December 2015
Vision Statement

Our Vision

School is here to equip every child with the skills to be a successful learner and responsible citizen.

Core Skills

To meet the Vision, School believes there are four Core Skills.

To enable each child to take responsibility for:

- communicating effectively
- being a lifelong learner
- their own well being
- being a good citizen

Core Drivers

To work towards the Vision School believes there are four Core Drivers:

- each child
- the support and involvement of family
- our ethos
- the impact of the staff team

Core Tool

Every child will have a learning pathway of their own. They will have a good quality, relevant PLP in place at all times

learning to be the best
HGJS is about:

Communicating with Understanding and Meaning

Whole Child

Relationships

Expect the Best

Compliance

A good teacher at Hall Green Junior School will:

...genuinely love their class and children. Every class is ‘wonderful’. The children will ‘feel’ this and respond to it.

...feel personally responsible for their class and every individual within that class.

...take pride in what their children/class do and achieve.

...want them to be the best class in School and won’t accept anything less.

...when things go wrong, they take it personally and sort it out.

...rarely, if ever, raise their voice.
Key Roles

Inclusion Co-ordinator (SENCo): Mrs H Brookes
(National Award for SEN Co-ordination with Distinction)

Person in charge of Vulnerable Children: Mrs J Tolley

SEND Governor: Mrs J Davies

Designated Safeguarding Lead: Miss M Charles
At Hall Green Junior School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

(The SEND Code of Practice: 0-25 years, 2014)

Aims

School’s Vision is:

‘to equip every child with the skills to be a successful learner and responsible citizen.’

We embrace the fact that every child is individual and help the individual need of each child.

The specific objectives of our SEN policy are as follows:

To identify pupils who have special educational needs and ensure that their needs are met through high quality provision in an inclusive way.

To develop and maintain partnership and high levels of engagement with parents.

To involve outside agencies when appropriate and work in effective partnership with them - providing support and advice for all staff working with special educational needs pupils.

To involve pupils in their own learning – to enable pupils to express their views and involve them in decisions which affect their education.

To develop and encourage independent learning skills in all areas.
Equality and Inclusion

At HGJS we follow the disability discrimination duties in the Equality Act 2010. We strive to promote equal opportunities and to develop good relations amongst pupils and staff and support each individual to fulfil their potential, regardless of gender, ethnicity, cultural and religious background, sexuality or disability.

SEND Provision at HGJS

School identifies a pupil’s needs according to the four broad categories of need:

Communication and Interaction:

Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to do, understanding what is being said to them or they do not understand or use the social rules of communication.

Cognition and Learning:

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) E.G. dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn and isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder or attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs:

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and can fluctuate over time. Children may have a vision impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI) and will require access specialist support and/or equipment to access their learning. Some children with a physical disability (PD) may require additional ongoing support and equipment to access all of the opportunities available to their peers.

However while the four categories of need broadly identify aspects of primary areas of need for children, we identify the needs of the pupils by considering the needs of the ‘whole’ child.
School also considers other factors that impact on progress and attainment, however these are not SEN:

- Disability - school will follow the ‘reasonable adjustment’ duty provided under the current disability equality legislation – this alone does not constitute SEN.
- Attendance and punctuation.
- Health and welfare.
- English as an additional language (EAL)
- Being in receipt of the pupil premium.
- Being a looked after child.
- Being a child of a serviceman/woman.
- Behaviour

At HGJS we have a clear approach to identifying and responding to SEN and are committed to the early identification of special educational needs.

For all children we strive to provide high quality teaching to the whole class and aim to meet all pupils’ needs initially in class with targeted teaching at their area of weakness.

We constantly assess and monitor every child in our care. Children can develop SEND issues at any time in their school life. It is through our constant monitoring and assessment that these issues are picked up.

When children are new to our school we assess each pupil’s current skills and levels of attainment, building on information from previous settings and key stages where appropriate. For children coming from Hall Green Infant school we liaise closely with the Infant school, attending transition review meetings and Annual Review meeting for Year 2 pupils.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils throughout the year. Children are formally assessed across the year for Reading, Writing and Maths using a range of assessments. Pupils making less than expected progress given their age and individual circumstances are then identified. Class teachers, through daily observations and assessments are also a vital component of building the whole picture of the child.

In school we run a personalised learning process (PLP’s) which looks at the needs of each child - academically, socially and emotionally. For all children class teachers will put targets and strategies in place and adapt teaching to support the child’s individual needs in class, through quality first teaching.

School applies the Assess – Plan – Do – Review Cycle linked to these targets. If the child has continued not to make the expected progress and is underachieving, after 6 weeks they will then refer the pupil to the SENCo. The SENCo will then look more closely at the child to decide if there is a special need, what the need is and how the needs will be best met. This will be discussed with parents. School also uses outside agencies to do more in depth testing of children as and when required.
The Special Needs Register

At Hall Green Junior we keep a register of the children who have SEND, which is continuously updated. According to their degree of need, children will be placed at either:

- SEN Support,
- Provision Plan or Statement (In the light of changes to the SEND Code of Practise, children will either be moved to Education and Health Care Plan, EHCP, moved to SEN Support or removed)
- Education and Health Care Plans

If children are placed on the SEND register school aims, where possible, and with support to take them off.

Supporting children with SEND

At Hall Green Junior we recognise:

that meeting the child’s needs is the responsibility of the teacher. Every teacher is a teacher of SEND. All teachers have responsibility for the learning needs of all pupils in their care.

Our philosophy is that the child’s needs are best met in the classroom situation by adapting class work not by a 30 minute per week withdrawal session.

that the KS2 classroom in an academically high attaining school is a busy place. Any strategy for any child must be workable and achievable for a teacher with 30 children meeting the requirements of the KS2 curriculum.

that if strategies have failed or were not successful through or in KS1, they are unlikely to be successful in KS2. The ‘failure’ should be seen as a failure of the relevance of the teaching methods for the child and not as a failure of the child.

In addition to Quality first teaching, Children with SEND will receive the following support, depending on their individual needs:

- appropriate targets to meet their needs.
- if appropriate, access to Teaching Assistants
- support from smaller groupings, resulting from an extra teacher being appointed in every year group
- a range of SEND resources

School currently employs a range of Year Group and SEND/Vulnerable Children Teaching Assistants and we have highly qualified and specialised staff. The deployment of staff within school varies according to the need of the children and is constantly reviewed by the Head Teacher.

For children on SEN Support PLP meeting are pivotal. Targets will be set and reviewed each half term and new targets set.
Targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with:
- social interaction,
- communicating with children and adults,
- emotional difficulties
- overcoming physical issues.

The targets depend on the needs of the child. All targets are phrased in child friendly language and are SMART (specific, measurable, achievable, relevant and time-based) and interventions are reviewed after a specific period of time and evaluated according to the child’s progress or development.

PLP targets are set and reviewed each half term, although the children are continually reflecting on their progress in their Learning Logs, where they evidence when they have worked on a target.

For children at the level of Statement/Education Health Care Plan (EHCP), where appropriate, in addition to the PLP meetings and reviews, a termly meeting is also held with the SENCo, class teacher, parent and pupil being invited to attend or contribute. This allows the opportunities to discuss specific targets, provision arrangements, transition and so forth, in greater depth. One of these meetings will be an Annual Review where the more detailed targets for the year are reviewed, new annual targets for the year ahead are set and any recommended changes made. Other outside agencies are invited to attend these meetings and an updated CRISP profile will be completed. Where children have a medical need this will be reviewed annually, unless medical needs change.

When a child fails to make sufficient progress, despite school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, school will draw on the expertise of one or more of the outside agencies listed below. The Inclusion Coordinator, class teacher and parents will then work collaboratively in setting more detailed targets and interventions to achieve progress and the agencies involved may decide to do a CRISP Profile. The profile may indicate a higher level of need requiring a request for an Education, Health and Care needs assessment. The Inclusion Leader is responsible for sending the completed profile to SENAR (the Special Educational Needs Assessment & Review).

For a child who fails to make progress despite all things possible being done to support learning, it may be necessary to discuss whether a mainstream place is appropriate.
School works closely with a number of outside agencies in supporting pupils with SEND:

**Educational services:**

- Pupil and School Support Service,
- Educational Psychology,
- Service for physical disability,
- Visually impaired service,
- Communication and Autism Team,
- Big Community,
- Hearing impaired service,
- Parent partnership service.

**Health/social services:**

- Speech and language therapy,
- Specialist consultant,
- Paediatrics,
- School nurse,
- Social services,
- Occupational therapy,
- General practitioner,
- Health visitor,
- Child and adolescent mental health service – CAMHS,
- Physiotherapy and Podiatry.

When a referral to outside agencies is made, the permission of parents is first sought. Referrals are made by the Inclusion Leader, in collaboration with the child’s class teacher to ensure an accurate picture of the child is given.

**Transition**

The SENCo from local Secondary Schools are invited to the Year Six summer IEP reviews and annual reviews. When a pupil with special educational needs moves to a different school the Inclusion Leader will liaise with the receiving school. This may involve speaking with the school SENCo or Head Teacher, inviting them to visit the child at Hall Green Junior, and where possible organising extra visits to the Secondary school. All relevant information such as a one-page profile or latest PLP and review are also passed on.

**Training and resources**

SEN is funded through the school’s budget. The Head Teacher, Senior Leadership Team, Inclusion Coordinator and governing body then consider the strategic approach to meeting SEN, including resources targeted at particular groups. Where the cost of educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold, the Birmingham local authority provide additional top-up funding. Each year the SEN training requirements of staff are planned taking into account the School Development Policy and the specific needs of the pupils in school.
Storing and Managing Information

All information related to SEND is stored securely and confidentially within school. Where advice is sought from outside agencies, parental permission will be first requested.

Dealing with Complaints

School will always try its upmost to deal with any issues that arise. Parents should follow the appropriate channels and contact the relevant member of staff - class teacher, Year Group Leader, SENCo, Deputy Head, Head Teacher. If school cannot resolve an issue, parents should refer to the complaints policy on the school website at:

www.hallgrnj.bham.sch.uk

Monitoring of this policy

The Head Teacher and Governors of Hall Green Junior School have overall responsibility for ensuring that this policy is implemented and the necessary provision is made for any pupil who has special educational needs as defined in this policy and the Code of Practice.

This policy will be reviewed annually.
Next review date is December 2016