

St. Edward's Junior School
Special Educational Needs Policy Statement

St. Edward's Junior School strives to provide an environment in which each pupil can enjoy the opportunity to develop talents and interests to the full, where the aim is for all pupils to develop their maximum potential academically, personally and spiritually.

St. Edward's Junior School recognises that good practice for SEN pupils is good practice for all pupils and therefore learning support provided by the SEN department and SENCO is a service for the whole school.

St. Edward's Junior School adopts an inclusive, 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice and considers every member of staff to be a teacher of children with Special Educational Needs. The school is committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Definition of Special Educational 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:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

(Special Educational Needs Code of Practice 2001 DfES.)

1. Objectives

- 1.1 To apply a whole school policy to meeting each child's individual needs following the guidelines of *The Code of Practice for SEN* (DfES 2001) and *The Disability and Discrimination Act 2002*.
- 1.2 To identify, at the earliest opportunity, any child who may have special educational needs.
- 1.3 To provide different levels of intervention to match the child's level of need.
- 1.4 To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
- 1.5 To ensure that no child is discriminated against- in any area of school life, on the basis of his / her learning difference or disability.
- 1.6 To provide pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem.

1.7 To ensure that children's records include information relating to their individual needs and the interventions that have been provided and their outcomes.

1.8 To conduct regular reviews of the children's progress.

1.9 To work in partnership with the children's parents at all stages.

1.10 To include the children themselves in decision making, personal targets to be included as part of his/her Provision Map and the pupil's response to their intervention considered.

1.11 To ensure that each child with SEN progresses to a suitable Secondary School where his / her current needs will be communicated and will be met.

1.12 To provide a regular INSET programme both for the Learning Support staff and the mainstream teaching staff.

1.13 To provide support for staff so that children's needs are met in the mainstream classroom.

2. Roles and Responsibilities

2.1 The Trustees and the Headteacher have overall responsibility for ensuring that the school makes appropriate SEN provision. To facilitate this there is a Special Educational Needs Committee comprised of:

- A nominated Trustee (currently Mrs.G.Prosser) who is the chairperson.
- The Headteacher
- The Deputy Headteacher
- The SENCO
- The Director of Studies

The committee meets at least three times a year. The clerk to the Trustees is in attendance to take minutes. The Chairperson reports to the Trustees.

2.2 The SENCO is responsible for the day-to-day coordination of the School's SEN provision.

2.3 Class teachers and specialist subject teachers play a key role in ensuring the appropriate provision is made, on a daily basis, for children with SEN in their subject.

2.4 The Learning Support Workers play an important part in the delivery of SEN provision in the school. The line managers for the Learning Support Workers is the SENCO and Deputy Head Teacher.

3. Admission

3.1 The selection process for admissions is as stated in the Admissions Policy.

3.2 Children seeking admission to St.Edward's Junior School will normally spend a day in the classroom with their year group and be assessed by

the class teacher or Teaching Assistant.

- 3.3 A section on the school application/admissions form gives the opportunity to identify areas of concern that may affect learning. There is also a section that gives the opportunity to state whether special arrangements are needed for entrance assessment.
- 3.4 Parents may communicate concerns and background information by telephone, email, in writing or in person. This information will be treated in confidence and given to the SENCO to support the child's admission assessment. Meetings can be held with the parents of prospective pupils to discuss how the entrance assessment can be taken without the child being at a disadvantage. Every effort will be made to make appropriate arrangements.
- 3.5 Information on all prospective pupils is sought from relevant Early Years establishments or schools and used to support the application to the school.
- 3.6 Documentation and information from Gloucestershire School Health service, Speech Therapy and Psychology service will be used to support an application to the school.
- 3.7 Should any child already have identified SEN, relevant reports should be brought to the admission interview.
- 3.8 Any child who, at the admission interview, appears to have SEN, may be referred for further assessments so that the school can confirm appropriate provision and intervention for the child's specific needs can be met.

4. Identification

- 4.1 All pupils of the school are routinely and regularly monitored by teaching staff using formative and summative assessment procedures. This provides evidence of pupil progress and assists early identification of pupils who are not making ability or age appropriate progress and are at risk of having a special education need.
- 4.2 Children's Special Educational Needs are identified by class and subject teachers using the criteria in figures 1.1, 1.2 and 1.3 so that provision can be made with immediate effect.
- 4.3 The receipt of an assessment from an Educational Psychologist or suitably qualified teacher of Specific Learning Difficulties that identifies a Learning difficulty or disability.
- 4.4 Expression of parental concern.

Figure 1.1

COGNITION & LEARNING

Pathway for SCREENING to Identify Pupils Requiring LITERACY Intervention:

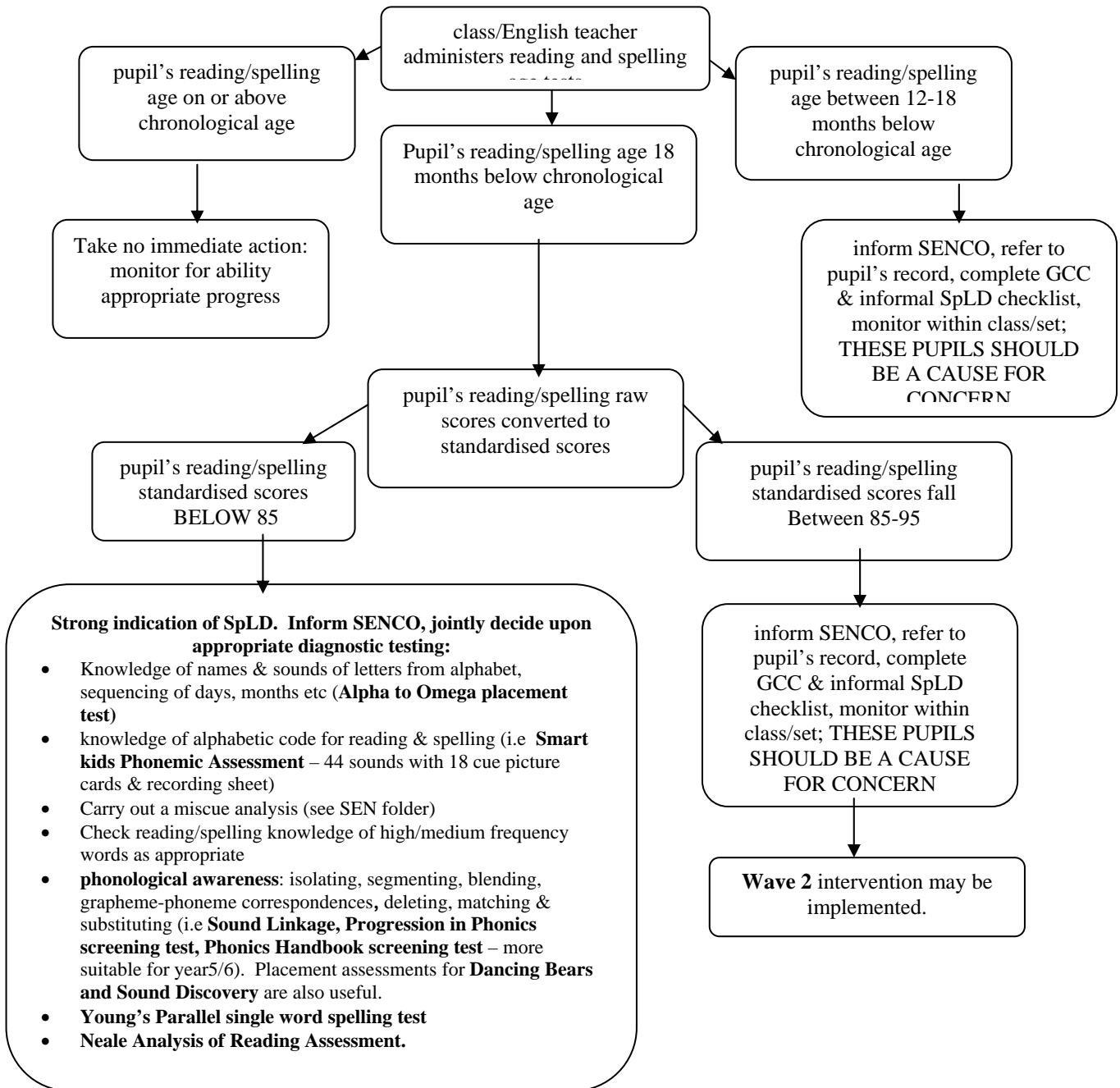
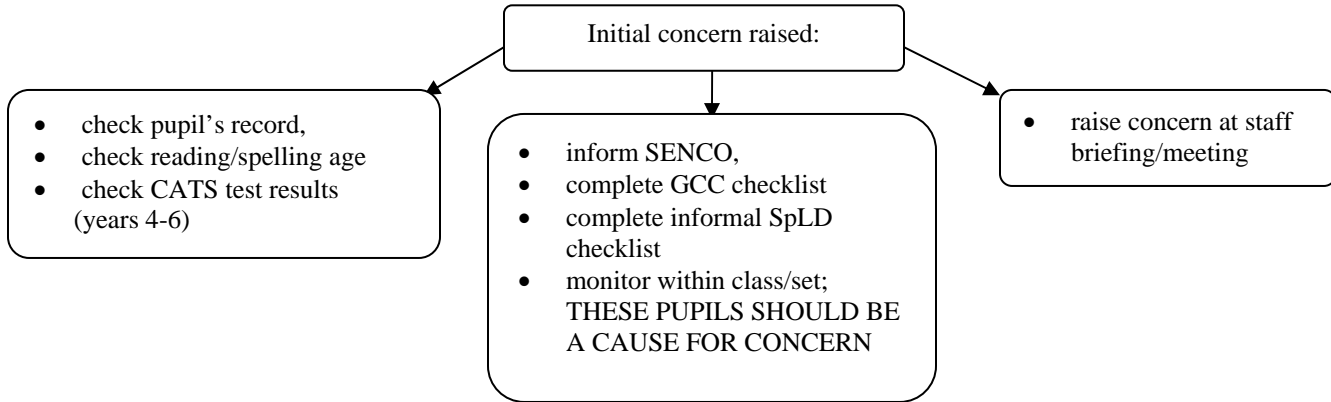


Figure 1.2

COMMUNICATION & INTERACTION

Pathway for Screening to Identify Pupils with significant difficulties with: listening & comprehension, speaking & expression, communication with others)



BEHAVIOUR, SOCIAL & EMOTIONAL DEVELOPMENT ISSUES

Pathway for Screening to Identify Pupils with significant difficulties

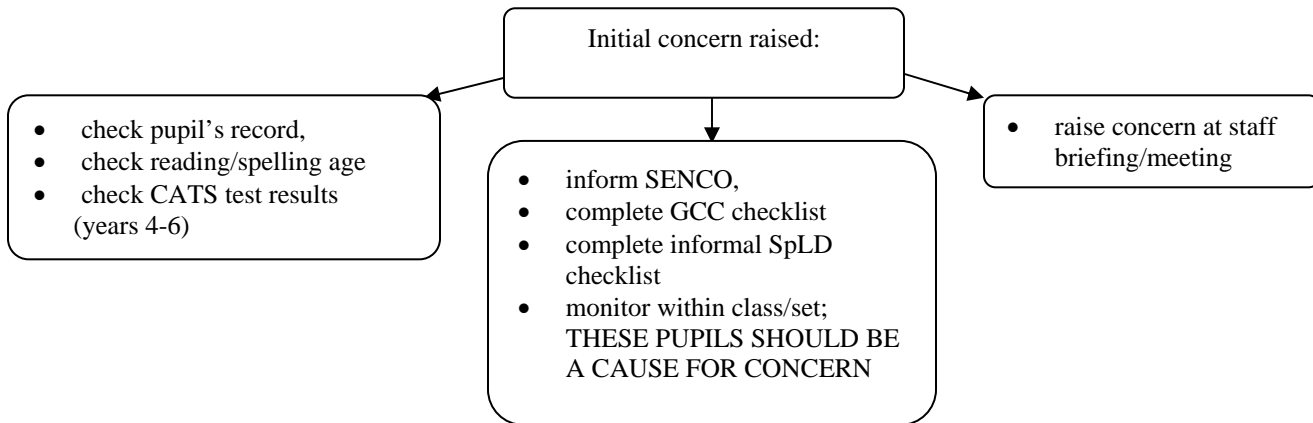
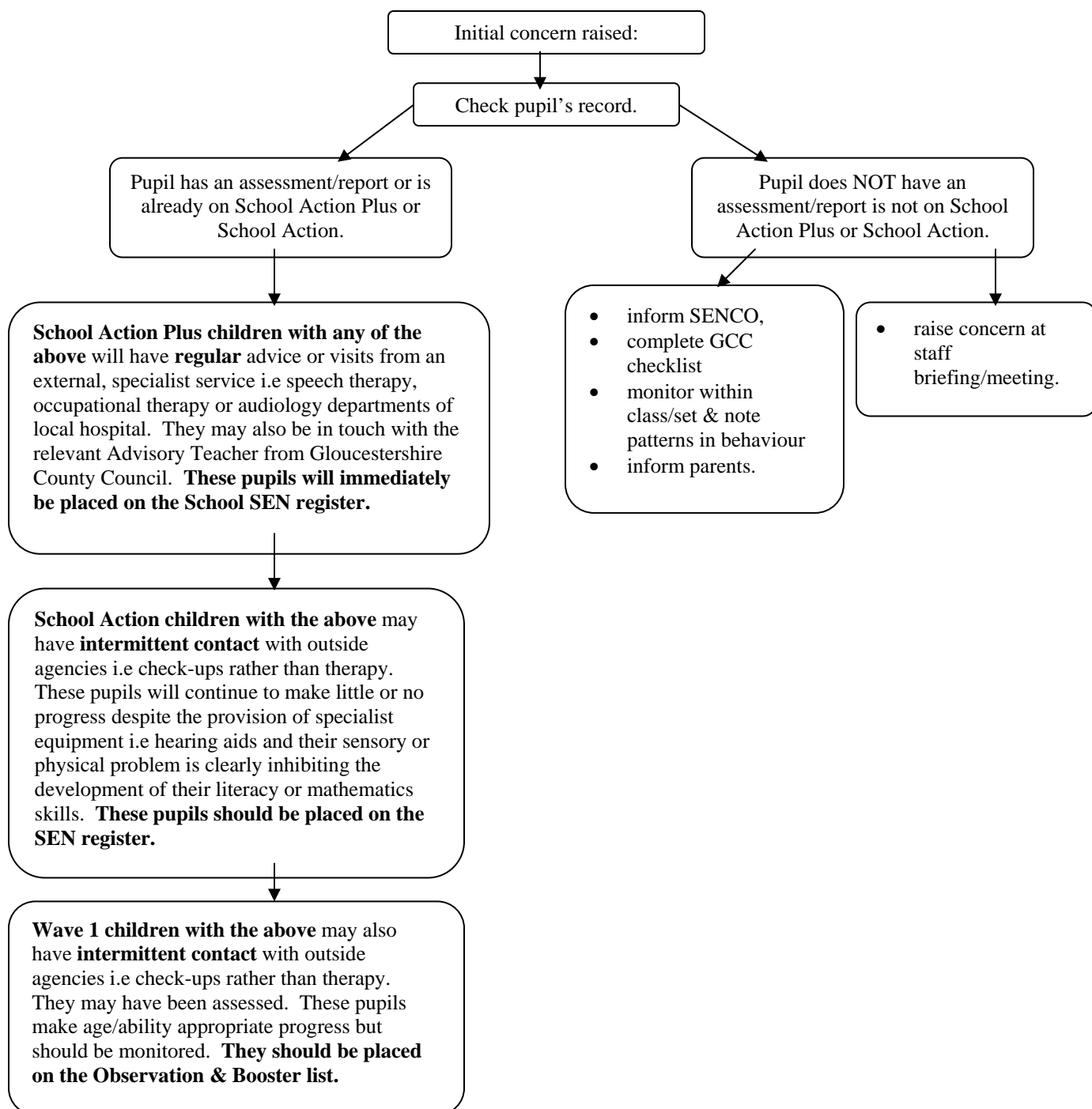


Figure 1.3

HEARING & VISUAL IMPAIRMENT, PHYSICAL & MEDICAL:
Pathway for Screening to Identify Pupils with significant difficulties with the above:



5. Provision

- 5.1** Places for children with or without special educational needs are allocated in line with the whole school admissions policy.
- 5.2** Intervention for pupils with special educational needs is organised on a continuum. It follows the three stage graduated procedure as set out in the SEN Code of Practice 2001:
- School Action
 - School Action Plus
 - Statutory assessment that may lead to a Statement of Special Educational Need.
- (Definitions of each stage can be found in Appendix 1)
- 5.3** Intervention may be provided if a child's rate of progress is inadequate, despite having appropriate learning experiences i.e differentiated learning opportunities provided in Wave 1 or Wave 2 support (small group within class/set, separate from LA differentiated work but NOT part of an intervention programme) may be put into place.
- 5.4** Children identified with SEN may be expected to get further diagnostic specialist assessment at a cost to the parents. This will be used by the SENCO to support the pupil's LDD.
- 5.5** In some cases, the Headteacher, SENCO and parents will conclude that, despite all action taken to meet the learning needs of a child, additional resources are required for the pupil to reach their potential. If significant cause for concern exists, a request will be made by school/parent to LEA for Statutory Assessment.
- 5.6** It should be noted that within the guidelines laid down for statutory Assessment by the LEA, an Educational Psychologist must have been involved with the pupil for two terms before the process can begin and extensive written evidence is required.
- 5.7** Although the LEA is responsible under Section 324 of the Education Act 1996 to arrange educational provision for a child with a Statement of Educational Need it may not be possible, as an independent school, to meet the provision recommended. Parents would be invited to discuss the best way forward with the Headteacher, Director of Studies and SENCO.

5.8 Where School Action Plus and School Action intervention are required to assist the learning of a pupil, they will be placed on the school's SEN Register. The criteria is detailed below in figure 1.4:

Figure 1.4 Criteria for Entry to the SEN Register

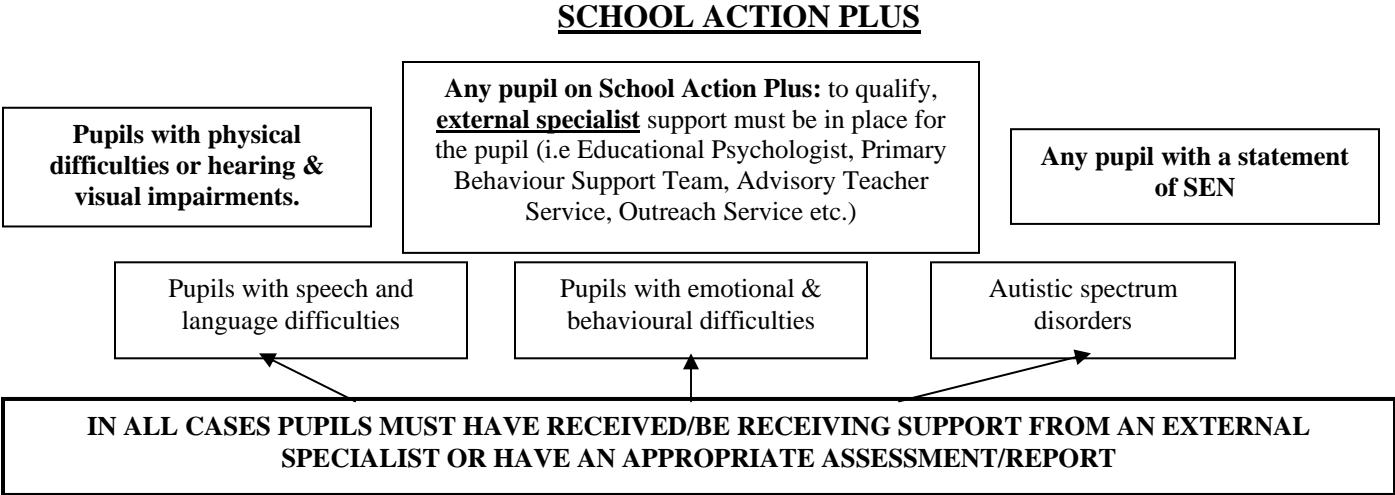
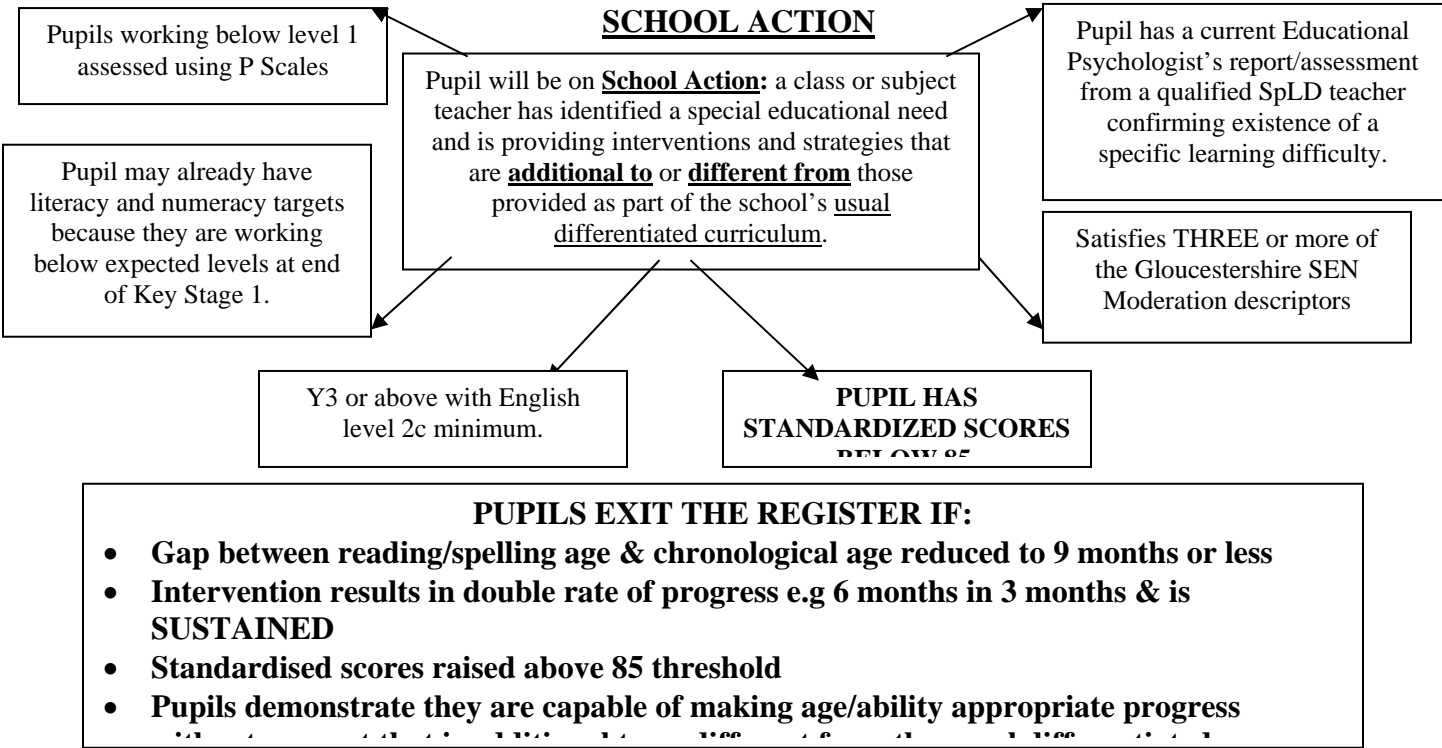


Figure 1.4 cont.



5.9 Pupils placed on the SEN Register follow programmes of intervention.

- 5.10 Programmes of intervention are overseen by the SENCO and are administered by class teachers, subject teachers and teaching assistants.
- 5.11 A provision map details the types of intervention available in each year group. The specific interventions received by each pupil, are highlighted on a personal copy of the provision map. A copy is sent to the child's parent, carer or guardian. Copies are also held on the pupil's main file, SEN file and shared with class and subject teachers.
- 5.12 Regular and frequent monitoring of the child's progress by the class teachers, subject teacher, teaching assistants and SENCO will show whether the provision is being effective. Progress is noted on the child's provision map and where necessary, the interventions will be adapted or altered to maximize effectiveness and enhance progress.
- 5.13 Individual provision maps are issued and reviewed as follows:
Issued October – reviewed and updated February – reviewed: July.
- 5.14 To exit the SEN Register see figure 1.4.
- 5.15 Where there is concern for a pupil but they have not been identified as requiring immediate intervention to assist their learning, the pupil may be monitored by being placed on the Observation and Addition Educational Needs List (OAE List).
- 5.16 Eligibility for the OAE List is detailed in figure 1.5 below:

Figure 1.5 Observation and Additional Educational Needs List Criteria

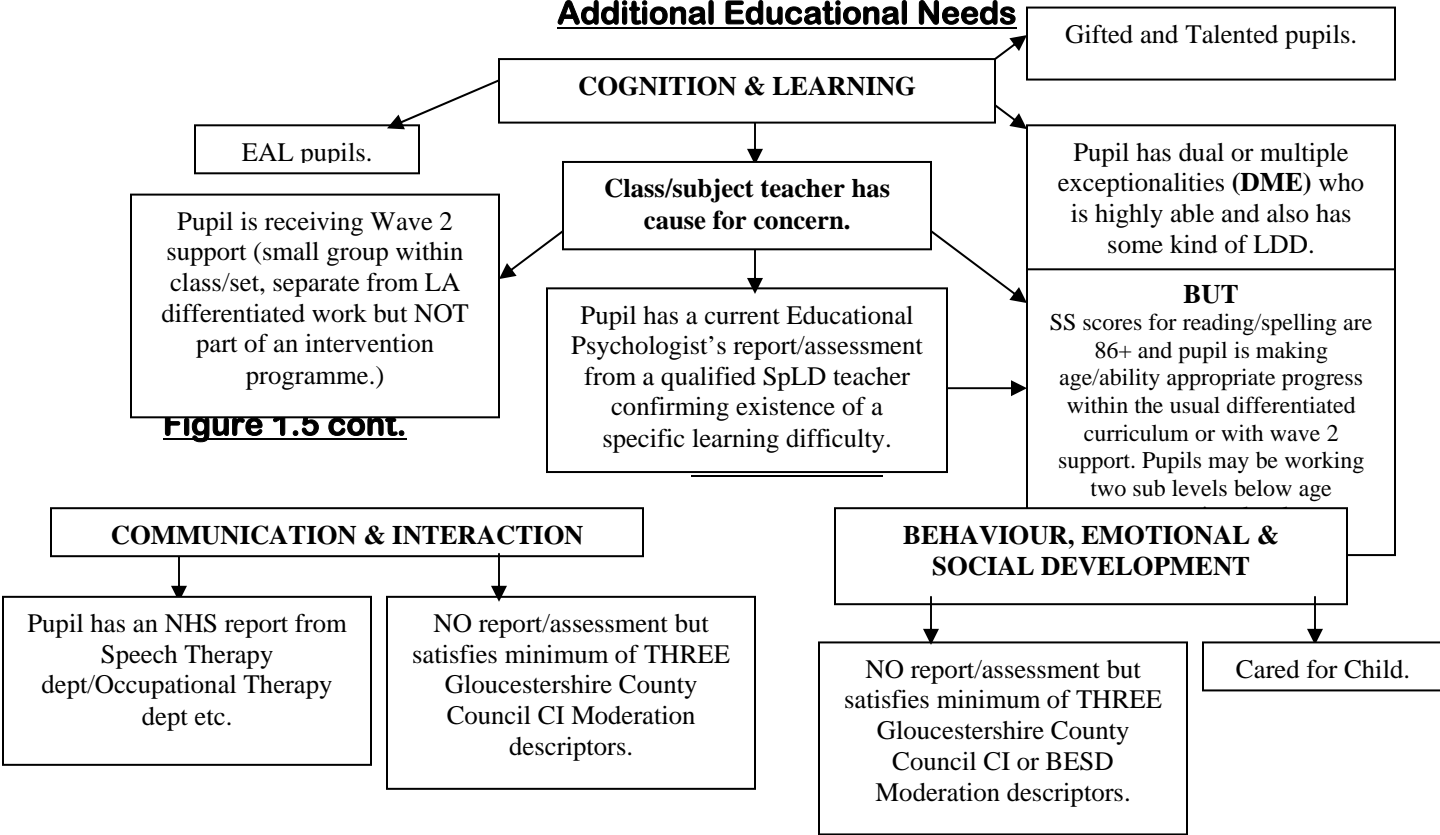
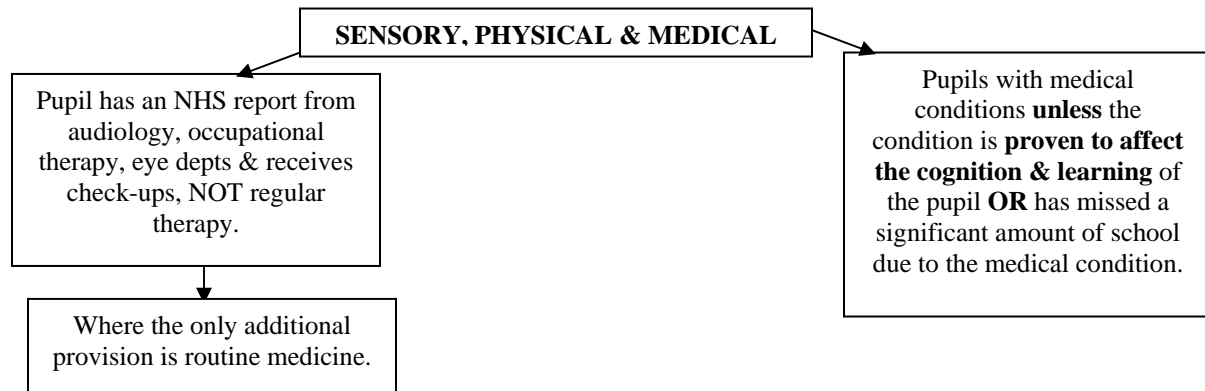


Figure 1.5 cont.



PUPILS EXIT THE OAEN List IF:

- **Differentiation/Wave 2 results in double rate of progress e.g 6 months in 3 months & is SUSTAINED**
- **Standardised scores on or above 100**
- **Pupils demonstrate they are capable of making age/ability appropriate progress without Wave 2 support**
- **NHS dept discharges pupil**

6. Monitoring and Review

- 6.1 The SENCo meets on a fortnightly basis with the Headteacher to discuss current practices and developments Committee
- 6.2 Once a term whole school SEN staff meetings are held to inform, discuss and raise awareness of current SEN issues.
- 6.3 Class, subject teachers, teaching assistants and subject co-ordinators liaise closely to ensure a child's progress is monitored and reviewed.
- 6.4 The Special Educational Needs and Disability Committee meets twice a year.
- 6.5 Parents and the child are fully encouraged by the school to express their views and opinions about their progress and learning support.

7. Partnership with Parents

- St.Edward's Junior School values the contribution and support of parents in their child's education. Parents' Evenings and Provision Map reviews provide opportunities to discuss progress and staff are happy to talk to parents at times convenient to both parties.

8. Complaints Procedure

- 8.1 Should anyone have any concerns or complaints about SEN provision, they can refer to the Headmaster, SENCO or, in extreme cases, to the Trustee with responsibility for SEN.

9. Partnership with External Professionals

- 9.1 Links with other schools involving the transfer of children will be maintained and all necessary documentation provided.
- 9.2 Close links with the Head of Individual Learning at St.Edward's Senior School are fostered. Meetings regarding the transfer of Year 6 pupils currently identified with SEN take place on a termly basis and the Head of Individual Support has an opportunity to observe and meet with the pupils prior to their transfer.
- 9.3 The School encourages liaison with outside agencies if that is in the best interest of the child. These include links to health (including speech and occupational therapy), social service and psychological service agencies. Any involvement is organised by the SENCO in agreement with the parents, child and class teacher.

10. Child Protection

- 10.1 This policy should be read in conjunction with the School Child Protection Policy.

This policy will be reviewed annually by the SENCO and Senior Management Team of the Junior Department.
