

## **George Romney Junior School**

### **SEND Inclusion Policy 2014**

“We have a unique opportunity now to make a real and lasting change for future generations of children. This will only be realised if everyone within the system works towards these ends. The cultural change required will not be straightforward to implement – or always immediate – but should deliver greater ambition for our most vulnerable children and much greater engagement with their parents.” Brian Lamb, The Lamb Enquiry 2009.

Here at George Romney Junior School we believe that every child has the right to access a broad and balanced curriculum and inclusion is a key goal. We have high expectations for all children and seek to support children and families to make the very most of all their opportunities.

#### **Aims:**

- To ensure a consistent approach to identification and provision for children with special educational needs.
- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of, gender, religion or belief or special need. (See also our Equality Scheme)
- To ensure early identification of special educational needs
- To provide equal access to an enjoyable, enriched and differentiated curriculum.
- To continue to develop staff understanding of different special educational needs.
- To establish good home school communication and to involve pupils and parents, wherever possible, in planning and target setting.
- To promote every child's understanding of themselves as a learner and to develop their self-esteem and recognise and value their own contribution to their learning.

#### **Roles and Responsibilities**

Provision for SEN is the responsibility of all members of staff. The Special Educational Needs Co-ordinator, (SENCo), Jo Dorsett, has overall responsibility together with the Headteacher (David Reddy) for ensuring that school meets its statutory obligations and for the day to day operation of the SEND policy.

These responsibilities include:

- To oversee the day-to-day operation of the school's SEN policy
- To liaise with class teachers and support assistants on the identification and monitoring of pupils with SEN
- To co-ordinate the provision for pupils with SEN
- To organise the annual reviews of children with statements of SEN
- To maintain the SEN register and oversee the records of all pupils with SEN
- To liaise with parents/carers of SEN children
- To liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- To contribute to the in-service training of staff
- To maintain and make effective use of supporting paperwork
- To monitor/evaluate and review progress of SEN children using IEP reviews/PPM meetings.

Class teachers are responsible for:

- Assessing pupils abilities within the class
- Differentiating the curriculum appropriately – using IEP targets to ensure small steps of progress are being made.
- The initial identification of any concerns with parents, and contact with the SENCo regarding the concerns
- Reviewing, writing and maintaining IEPs (Individual Education Plans)
- Organising termly meetings with parents and pupils to review and plan
- Liaising with the SENCo, parents and any specialists
- Attending and contributing to annual review where a statement of SEN is in place
- The named governor for SEN is Joy Lowes. The governors ensure all teachers are fully aware of their responsibilities towards pupils with special educational needs. They consult the LEA and other schools, when appropriate.

## **Inclusion**

At George Romney we ensure that the needs of all pupils are met to enable them to develop and make a positive contribution within our community.

- We ensure our decisions are informed by the insights of parents and children
- Have high ambitions and set stretching targets for all children
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for children
- Promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.
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This policy helps to ensure that teaching arrangements are fully inclusive.

## **PARTNERSHIP WITH PARENTS/CARERS AND FAMILIES**

We believe that it is vitally important to develop positive relationships between school and parents/carers and understand that this is the best way to support children and ensure they make the best possible progress. School have an open door policy and ensure that families who have a child on the SEN register are met with on a termly basis to set targets and review progress.

## **Admission Arrangements**

The Governing Body has agreed with the LA admissions criteria, which does not discriminate against students with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice.

## **Information about the school's policy for identification, assessment and review for all pupils with SEND**

The New Code of Practice defines a child as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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.

- School staff will work together to:
- Offer interventions that are different from or additional to those provided as part of the school's usual working practices.
- Analyse children's needs through gathering of evidence, consideration of prior attainment and progress and their response to high quality teaching targeted at their area of weakness
- In consultation with children and parents create an Individual Education Plan (IEP) which will identify clear outcomes.
- Review IEP's termly to enable a judgement to be made about its effectiveness. All review outcomes will be recorded. Parents, and pupils, where appropriate, will be invited to take part in the review and target-setting process.
- All staff are offered professional development opportunities.

The process will follow a 'graduated approach' following a cycle of assessment, planning, doing and reviewing in accordance with the New Code of Practice guidelines.

### **Assessments**

At George Romney assessment of children's progress and attainment is an on-going process. Formal termly assessments are undertaken in Reading, Writing and Maths and a thorough analysis of the data is undertaken by the class teacher headteacher and support staff through pupil progress meetings. This enable early identification of needs and allows for timely and effective intervention to take place.

### **Allocation of Resources**

- The SENCo is responsible for the management of the specified and agreed resourcing for special needs provision within school, including the provision for pupils with statements.
- The headteacher or SEN Governor keep the governing body informed of how the funding allocated to support special educational needs has been deployed.
- The headteacher and SENCo meet regularly to agree the effective use of resources, including those directly related to statements.
- The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.
- The SENCO meets with support assistants regularly to review the impact they are having on the children and their progress.

### **At George Romney**

The Code of Practice recommends a graduated approach to action and intervention to help children who have SEN. At George Romney we following a cycle of assessment, planning, doing and reviewing with increasingly specialist resources made available where necessary.

### **Concern**

Where a teacher or parent may express concerns about a child's progress. The child will be closely monitored to determine whether a specialist intervention programme may be required to meet a specific need.

## **SEN Register**

Where a specific need has been identified an IEP will be written by the class teacher in consultation with the SENCo. Learning tasks will identify clear outcomes and we will build in regular opportunities to review progress.

Where specialist support is requested additional assessments may be undertaken and any advice received will be included in the IEP.

## **Statement of Special Educational Needs**

Pupils with a Statement of special educational needs will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LA, which will consider whether to maintain, amend or cease the Statement, using the procedures described in Section 9.34 of the Code of Practice for SENDs.

## **Access to a broad, balanced and meaningful Curriculum**

Most children will have their needs met through normal classroom arrangements. At school we believe that all children should receive high quality daily teaching in the classroom. Teachers use a range of strategies to meet individual needs within the classroom setting. Lessons have clear objectives, work is differentiated appropriately either by outcome or resource. Learning is organised in different ways, sometimes children will work independently and sometimes they will work collaboratively, depending on their needs or the purpose of the task. Teaching Assistant support is used either on 1:1 basis or small group support, again depending on needs. Assessment is used to inform next steps for learning.

## **Support Staff**

At school we have a number of staff who have undertaken specialist training and are able to teach specialist intervention programmes. These include: Reading Intervention, Maths Recovery, Team Teach, Advanced training in Specific Learning Difficulties, SERIS training, Autism Awareness training and Paediatric First Aid, Counselling.

## **Links with other schools**

The SENCo liaises with the SENCos of feeder Infant schools and Secondary schools to ensure that effective arrangements are in place to support students at the time of transfer. The SENCo liaises regularly with other SENCo's through the Furness Inclusion Group network.

## **Links with other agencies**

If a pupil continues to make less than expected progress, despite the targeted intervention and support offered in school it may be necessary to ask for specialist support from outside agencies. This will be arranged by the SENCO and parents will be kept fully informed of any involvement of other agencies.

These may include:

- School Nursing Services
- Educational Psychologist
- Specialist Teachers (Autism, Speech and Language, Behaviour Support, etc)
- Child and Adolescent Mental Health Services (CAMHS)
- Therapists (speech and language, occupational therapists, physiotherapists)
- Action for Children
- Dalton Children's Centre

Agreed .....  
On behalf of the Governing Body

Date .....

Date of Review .....