

# SEN Policy

## Balfour Junior Academy



**Approved by governors**

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## 1. Aims and Objectives

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

In providing for those pupils defined as having SEN at Balfour we seek to:

- Value all pupils in our school equally.
- Ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities so that pupils make progress.
- Work in close partnership with parents/ carers and children.
- Ensure that teachers carry out their responsibilities in identifying Special Educational Needs, thus aiding early assessment.
- Ensure pupil's needs are met as soon as practicable.
- Work proactively with the LEA and other agencies in identifying, assessing and meeting Special Educational Needs.

*This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.*

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and responsibilities**

#### **4.1 The SENCO**

The SENCO is Phillipa Dennis

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 4.4 Parents and Carers

- At Balfour we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.
- We acknowledge the difficulties parents/carers can face when their child is going through an Education, Health & Care Plan application therefore, we endeavour to provide extra support as their child goes through the process.

# 5. Identifying and Meeting Pupils' Needs

## 5.1 Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

## 5.2 SEN Support

- Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil's name will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:
  - Assess
  - Plan,
  - Do
  - Review

- This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **5.3 Specialist SEN provision**

- Through SEN provision, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss this with the SENCo. The SENCo will gather information from the pupil, parents, class teacher and subject teachers. The information gathered will help the school decide what help may be needed. The help will be recorded in an individual Provision Map. This will only record that which is additional to, or different from, the differentiated curriculum and will focus on individual targets that match the pupil's needs.
- These will be reviewed 3 times a year, though certain children might benefit from more frequent reviews.

### **5.4 Referral for an Education, Health and Care Plan**

- If a child has significant difficulties which are not improving even with the support given, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- The decision to make a referral for an Education, Health and Care Plan will be taken at a raising attainment meeting or during the In School Review (ISR).

### **Education, Health and Care Plans [EHC Plan]**

- Following Statutory Assessment, if an EHC Plan is approved this will be provided by Medway Council. The school and the child's parents will be involved developing and producing the plan.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.
- The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support

## **6. Complaints Procedure**

- In the first instance, parent's complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the Whole School Complaints Policy.
- If there continues to be a disagreement with regard to the SEN provision, the LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEN tribunal at any stage.
- More detailed information can be found in the new Code of Practise 2015

## **7. Accessibility to the Policy**

The school makes this policy available in the following ways;

- on the school's webpage
- paper copies, available from the school office
- large print copies, available upon request from the office.