

Manor Junior School

Special Educational Needs Policy

Last Review: 09/10/24
Review by: 31.12.25

At Manor Junior School, our ethos is EXPLORE – LEARN – ACHIEVE. **All children** are entitled to have a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.

We regard inclusion as synonymous with Equal Opportunity. This belief underpins all aspects of our work both within school and our interaction with the wider community. Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teaching and Learning Policy
- Behaviour Policy
- Teachers Standards 2012
- SEN Support – Guidance from Hampshire Children’s Services Department (Sept 2014)

This policy was created by the school’s SENCO in liaison with the SEND governor, the senior leadership team, all staff and parents of pupils with special education needs and disabilities (SEND). The school recognises and values the partnership between these parties and the impact this can have on providing the best possible education for pupils with SEND.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

High quality teaching that is adapted and personalised will meet the needs of the majority of children within Manor Junior School. However we recognise that some children will need provision that is additional to or different from this.

Children’s progress is tracked and monitored carefully through ongoing teacher assessment and also more formal testing. Pupils that are performing below expectations are therefore identified quickly so that interventions can be put in place. In the first instance, difficulties are likely to be addressed within the classroom by the class teacher but further advice can sought within school from the Special Educational Needs Coordinator (SENCo) or through involvement with outside agencies as needed.

We recognise that parents know their children best and will endeavour to listen to and address any concerns raised by them. In addition, we provide opportunities for pupils to raise any concerns about their progress with the teacher or support staff.

The SENCO will refer to guidance set out by Hampshire Children’s Services Department in SEN Support (Sept 2018) and together with the class teacher will assess if a pupil meets the criteria to be entered on to the SEN register.

The four broad categories of need identified within the Code of Practice 2014 are:

- Cognition and learning needs
- Communication and interaction needs
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

The school recognises that it is not acceptable to identify behaviour as a need as this is a response to an underlying barrier to learning that we have a duty to recognise and identify clearly.

The purpose of identification is to work out what action the school needs to take and the school will consider the needs of the whole child, which will include more than just their special educational needs. Considerations which may impact on progress but that are not SEN would include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A GRADUATED APPROACH TO SEN SUPPORT

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN and we recognise that additional intervention cannot compensate for lack of good quality teaching. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from LSA’s or specialist staff.

On occasions, pupils may require additional adult support in the classroom from the class teacher or a Learning Support Assistant (LSA). LSA’s also deliver intervention programmes outside of the classroom to help pupils make accelerated progress in identified areas. Pupils who need this additional level of support will be identified by the class teacher and SENCO.

Regular ongoing assessment of pupil needs supports teachers and the SENCO to make decisions about the level of support pupils require. The SENCO monitors progress of all pupils on the SEND register and if they, or the child’s class teacher, feel that a pupil is not making expected progress they may carry out further assessment to try and discover the barriers to learning. Additional advice and support will be sought by the school as needed from external agencies.

The level of support a child is receiving will be clearly communicated with parents at every level and permission to share information with outside agencies will be sought.

MANAGING PUPIL’S NEEDS ON THE SEN REGISTER

All pupils with SEN are placed on the schools special educational needs register and have a personalised learning plan (PLP) put in place. The PLP sets out targets for the pupils, which are reviewed on an on-going basis and formally once a term with parents. Pupils have their own copy of their PLP in a folder and they take this with them to all interventions outside of the classroom to allow the adult delivering the intervention to annotate and update the PLP as necessary. However no target will be solely met by intervention outside of the classroom and class teachers will ensure that there are opportunities within lessons for pupils to work on and achieve their PLP targets. The PLP will also detail any in class strategies or interventions that are additional to or different from those access by other pupils, for example the use of a coloured overlay for a pupil with dyslexia.

Additional assessments are carried out for children on the SEND register each term for example the testing of reading and spelling age. This helps us to track finer progress and ensure that interventions are helping pupils to make accelerated progress.

The interventions pupils have undertaken are tracked on the whole school tracking system. Results of assessments are recorded on the whole school tracker so that this information is readily available to all teachers and can form part of discussions with parents.

If, despite intervention by the class teacher, SENCO and LSA's pupils still fail to make expected progress, the SENCO will seek further advice from specialist services outside of the school. These services include: educational psychology, speech and language therapy, occupational therapy, pediatricians, child and adolescent mental health (CAMHS), children's services, Primary Behavior Support, Youth Crime Prevention Team (YCT), GP's and school health. These services may be provided virtually.

If the progress of a pupil accelerates to such a level that they no longer meet the criteria to be on the SEN register and this progress has been sustained for at least a term then the pupil will be removed. This information will be communicated with parents. Pupils removed from the SEN register will continue to be closely monitored by the SENCO for the next 3 terms to ensure progress is maintained.

SUPPORTING PUPILS AND FAMILIES

The schools SEN information report is available to parents and the local community on the school website along with a link to the LA local offer. The local offer allows parents to make an informed decision about the types of provision available in Hampshire and how these meet the needs of their child.

The School is committed to working in partnership with children's parents. The relationship between parents and the School has a crucial bearing on the child's educational progress, in its contribution to language development, social and emotional development and academic achievement. Parents can receive support in terms of information regarding policies and the range of help available, as well as advice and practical help which will be given with sensitivity and in confidence.

Parents will be involved fully in the staged approach to identifying and meeting their children's needs. The SENCO will speak with parents by phone and arrange appropriate meetings with any parents expressing concern.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The SENCO, alongside the class teacher and healthcare professionals will ensure individual healthcare plans are in place for pupils as needed to ensure their medical needs are met. Refer to the Administration of Medicines Policy.

MONITORING AND EVALUATION

SEN provision is monitored regularly in the following ways by the SENCO and SLT:

- Classroom observation
- Work scrutiny
- Pupil conferencing
- Data monitoring
- Parent consultations and feedback
- Attendance of SEN pupils at school compared with whole school attendance
- Provision mapping of interventions and their impact on pupil progress
- Number of pupils in each category of need on the SEN register

- Learning walks for all staff alongside SENCO / SLT(Please note these will not take place at the moment due to corona virus outbreak

TRAINING AND RESOURCES

Please see appendix 3 for an overview of the SEN budget and breakdown on how this has been managed for the current academic year.

All of our staff have regular training in SEND as part of our in service training schedule. Training needs are identified by reviewing the current need of pupils and the skills and knowledge of the staff. If a pupil is due to join us with needs that we have not previously experience we will seek training from outside agencies in advance of the pupil joining us. This may be through a virtual service.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the Local authority SENCO network meetings in order to keep up to date with local and national updates in SEND. In addition they attend SENCO circle meetings online which is an opportunity to meet with SENCO's within the local cluster, facilitated by educational psychologists to share best practice.

Appendix 1

FACTUAL INFORMATION

The school's SENCO is Miss C. Dakin and she has obtained the National Qualification for Special Need's Coordinators. Miss Dakin is also a trained DDSL.

The Headteacher, Mrs C. Findlay also holds the National Qualification for Special Educational Needs Coordinators, has completed the training for Mental Health Leads and is the Designated Safeguarding Lead.

Mrs Vercoe is the schools Designated Teacher for Looked After Children and is a trained DDSL.

The school has an attached resourced provision for hearing impaired children. This is staffed by a Teacher of the Deaf (ToD) and a Communicator and serves Manor Infant and Junior Schools. Each hearing impaired child is integrated in mainstream school for around 75% of their day and attends the resourced provision for specialist language teaching. Mrs King is the lead practitioner and employed teacher of the Deaf.

The numbers of pupils with special educational needs and those with an Education and Health care Plan (EHCP) may be found on the Register of Special Needs.

Appendix 2

School information report

Information about SEND provision at Manor Junior School and the Local Offer

Manor Junior School is a mainstream junior school with an attached specialist resourced provision for pupils with a severe or profound hearing loss.

At Manor Junior School we regard inclusion as synonymous with equal opportunity. This belief underpins all aspects of our work both within school and our interaction with the wider community. Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

We track and monitor all children's progress carefully through ongoing teacher assessment and also more formal testing. Pupils that are performing below expectations are therefore identified quickly so that interventions can be put in place. In the first instance, difficulties are likely to be addressed within the classroom by the class teacher. If you have any concerns about your child's progress please to speak to the class teacher first. If the needs are more complex the class teacher will liaise with the SENCo (special educational needs coordinator).

How will both you and I know how my child is doing and how will you help me support my child's learning?

All pupils with special educational needs and /or disability SEND are placed on the school's special educational needs list and will have a personalised learning plan (PLP) put in place. The PLP sets out targets for the child which will be reviewed regularly and formally once a term. Parents and child will be involved in these targets and progress outcomes will be shared at the termly review.

Additional assessments may be carried out as appropriate including the testing of their reading and spelling age. This helps us to track finer progress and ensure that interventions being used are helping each child make progress.

How will school staff support my child?

The child's class teacher will ensure that lessons are accessible for them and that activities are adapted where necessary to ensure they are included fully and able to make progress. On occasions, pupils may require additional adult support in the classroom from the class teacher or a Learning Support Assistant (LSA). LSAs also deliver intervention programmes outside of the classroom to help pupils make accelerated progress in identified areas. Pupils who need this additional level of support will be identified by the class teacher and SENCo.

How will the curriculum be matched to my child's needs?

Teachers will ensure that there are opportunities within the classroom for children to work on and achieve their PLP targets. Ongoing assessment of pupils allows the class teacher to plan lessons that meet the needs of all pupils. This may result in the pupils working on different activities within the same theme; working on similar tasks with additional support; or being given personalised activities to further their own learning.

How is the decision made about the type and how much support my child will receive?

Ongoing assessment of the child's needs helps us to make decisions about the level of support they require. The class teacher monitors progress of all their pupils and the SENCo will monitor the progress of all children with. Additional advice and support may be sought by the school as needed from external agencies. We will regularly communicate with parents about the level of support their child is receiving and if this needs to change at any point.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.

We run an extensive range of after school clubs for all pupils and activities within these clubs will be adapted to meet the needs of the pupils attending so that all pupils are fully included.

How will my child be included in activities outside the school classroom including school trips?

We undertake a detailed risk assessment before undertaking any educational visit or activity outside the classroom and part of this assessment will involve reducing potential barriers to learning for pupils with SEND. This risk assessment is carried out in advance of the activity, allowing staff time to modify arrangements as necessary to ensure all pupils can be included safely. For example, it may be necessary to take additional adult support to ensure that a pupil can access activities.

When participating in activities led by non-school staff during educational visits we will ensure that the leader is made aware of any SEND needs as appropriate to ensure that all pupils are able to be fully included.

What support will there be for my child's overall wellbeing?

At Manor Junior School we believe that the wellbeing of all children is paramount to successful learning. Class teachers take overall responsibility for pupil wellbeing. In addition to in-class support, the school also has Emotional Literacy Support Assistants (ELSAs), a family link worker and access to counsellor. The SENCo and other senior staff will prioritise those children with the highest needs for this support.

What specialist services and expertise are available at or accessed by the school?

The school maintains good links with outside agencies and values their advice and support. These services include: educational psychology, speech and language therapy, occupational therapy, paediatricians, child and adolescent mental health (CAMHS), children's services, Primary Behavior Support, youth crime prevention team (YCT), GPs and school health and local authority specialists for example specialist teacher advisory service.

What training have the staff supporting SEND had or what training are they having?

Our Headteacher is Mrs C. Findlay and she has achieved the National Qualification for Special Educational Needs Coordinators. She is also the school's Mental Health Lead and DSL and has undertaken training for these roles.

Our SENCo is Miss C Dakin, she has achieved the National Qualification for Special Educational Needs Coordinator. Miss Dakin is also a trained DDSL.

We have one teacher of the deaf (TOD) and one signing communicator within the staff. All of our staff have experience and are given training in working with hearing impaired pupils. We have staff trained in emotional literacy support (ELSA) and one member of staff holds the nurture group network qualification.

We have one trained speech and language therapists who work two days a week.

Our parent support worker, Mrs L. Hoggan, has had extensive experience and training on supporting families both at home and in school. Mrs Hoggan is also a trained DDSL.

All of our staff have regular training in SEND as part of our in service training schedule. Training needs are identified by reviewing the current need of pupils and the skills and knowledge of the staff. If a pupil is due to join us with needs that we have not previously experience we will seek training from outside agencies in advance of the pupil joining us.

How accessible is the school (indoors and outdoors)?

Our main entrance, hall and three of our classrooms entrances are wheelchair accessible. We have an accessible toilet suitable for wheelchair users and a disabled parking bay in the school car park. The upstairs classrooms are not accessible for all pupils with disabilities, but we have the flexibility to move year groups, teachers and activities around the school as needed.

The school works closely with the specialist teacher advisory (STA) service to access guidance and additional resources to those already provided by the school. The school also liaises with this service for training

purposes as needs arise, for example if needing information on how to adapt activities for pupils with physical disabilities.

The accessibility plan can be found in the Equality Scheme in the policies section.

How are parents / carers currently involved in your education setting?

We like to work in close partnership with parents and carers. Every year parents receive a comprehensive report about their child's progress and achievement. In addition parents are invited to attend consultation evenings with their child's class teacher each term. Parents of pupils with SEND will also receive a copy of their child's PLP each term and a chance to discuss current targets.

How will my child with SEND be involved in their education?

Pupils will review their PLP targets alongside their teacher and their views about school and their progress will form part of their PLP. Staff will ensure that PLPs are written in child-friendly language so that the pupil fully understands them. Children who have an Education and Health Care Plan (or a statement of SEND) will be asked to make a pupil contribution to their annual review. They will complete this with an adult they feel comfortable with in school. There may be occasions when we ask for support in collecting pupil views from the educational psychologist.

What steps should I take if I have a concern about the school's SEND provision?

In the first instance, any concerns should be reported to your child's class teacher. If you feel that they have been unable to resolve the issue then you should contact the SENCo or Headteacher via the school office. Information about the school's formal complaints policy can be found on the school website.

How will the school prepare and support my child to join the school and transfer to a new school?

We liaise closely with feeder schools at times of transition to ensure that the needs of pupils with SEND are communicated clearly and exchange information about strategies that the feeder school may have found useful in addressing such needs. We welcome, as always, any information from parents and carers at this time.

The majority of our transition programme takes place in July of each academic year. Pupils who are new to the school are invited to join us at this time to see how the school works and take part in taster activities such as a PE lesson, a school assembly and time in their classroom. For children who require additional transition we will liaise closely with feeder schools to ensure these pupils have additional opportunities to visit. In addition we are willing to make photograph books, transition passports and provide plans of the school for those children who may require them. Our parent support link worker is also available at this time to advise and support parents with helping their child during the transition process.

For pupils leaving us for secondary education we again liaise closely with the schools pupils are transferring to, providing information about strategies we have felt have been successful for the pupil and next steps for development. Where appropriate additional taster days will be put in place.

What are the admission arrangements for pupils with SEND?

Please refer to the school's admission policy (found in the policies folder on the website) for further detail on our admission arrangements.

Where can I get further information about services for my child?

Further information can be found within Hampshire's Local Offer.
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Further support for parents of pupils with Special Educational Needs can be sought from Support4SEND.

www.hampshiresendiass.co.uk

Appendix 3

SEN budget information

2024/25, Notional SEN Budget

The notional SEN budget is a proportion of a schools delegated budget that is “notionally” set aside for meeting the needs of pupils with SEN.

Please enter schools 7 digit number (850XXXX) :		8502520	
2024/25 Notional SEN Budget			
Manor Junior School			
October 2024		Phase: Primary	
The notional SEN budget is a proportion of a schools delegated budget that is 'notionally' set aside for meeting the needs of pupils with SEN.			
SEN Notional Headings	No. of Pupils / Amount Used for Calculation	Unit Value	Amount (£)
1 Basic Entitlement			
Primary Basic Entitlement	328.00	£65.47	21,473
Total Basic Entitlement			21,473
2 Deprivation			
Free School Meals	£49,995.00	6%	3,000
Free School Meals Ever 6	£84,456.00	6%	5,067
IDACI	£33,687.00	6%	2,021
Total Deprivation	£168,138.00		10,088
3 Prior Attainment (100% of budget share allocation)			75,220