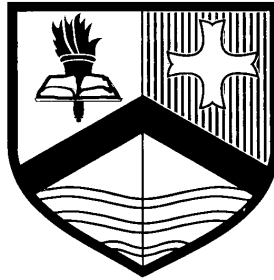


Scraptoft Valley Primary School



Raising Standards Teaching & Learning Appendix BB Special Educational Needs and Disabilities (SEND)

Mission Statement

Working together to give every child an excellent education
in a caring environment

Draft completed – June 2026 – Approved by Governors' Improving Outcomes Committee

To be ratified by Governing Body –

Review Date – June 2027

Special Educational Needs Co-ordinator: Miss Chloe Ledger, Assistant Headteacher and SENCo

National Award for SEN Co-ordination completed October 2017

Contact Details: FAO SENCo email: admin@scraptoftvalley.leicester.sch.uk or Tel: 0116 2413444

Introduction

Scraptoft Valley Primary School has a named SENCo, Miss Chloe Ledger who completed the National Award for SEN Co-ordination in October 2017 and a named Governor responsible for SEND Mrs Katie Sirrell-White. They ensure that the Scraptoft Valley Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice 0-25 2014, the local Education Authority and other policies current within the school.

At Scraptoft Valley we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We ensure that special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice 2014.

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children's and Families Act 2014

A child or young person has SEN if they have a difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Inclusion

This policy details how we will do our best to ensure that the necessary provision is made for any pupil who has SEND and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils, allowing them to join in all school activities with their peers.

This policy has been updated in line with the new SEND Code of Practice 0-25 (2014) (which has been written with reference to the following guidance and documents – Equality Act 2010: advice for schools DfE Feb 2013, 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, Safeguarding policy, Accessibility Plan and Teachers Standards 2012). It forms part of a whole school strategy to promote the inclusion and 'to ensure that there are no barriers to every pupil achieving' National Curriculum 2014. We endeavour to make every effort to

achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum and in Foundation Stage are able to work towards the Early Learning Goals.

Aims and Objectives of the SEN Policy

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 0-25 (2014).

Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress. Formal meetings with parents will be done three times each academic year, two parent's evenings with the class teacher and one annual review with the SENCo.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Some of these services include Educational Psychology Service, Speech and Language Therapy, Special Education Needs and Disability Support Service [SEND Support Service], Children and Adult Mental Health Service CAMHS.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, school plays, sports teams and school buddies in the playground.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the school assessment co-ordinator, other members of staff, parents and other professionals to ensure this early identification of children with Special Educational Needs.

The school adopts the levels of intervention as described in the SEN Code of Practice (See LEA document – Meeting Individual Needs).

We have developed a detailed list of triggers for pupils to be identified as having special educational needs and adopt the following procedures for identification and assessment:

- the analysis of data including baseline assessment, entry profiles, SATs, reading ages, annual pupil assessments, termly assessed writing
- the pupil in context profile (when appropriate)
- the completion of teacher concern forms (Initial Identification Forms)
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

Teachers are aware of other factors apart from SEN that may impact on progress and attainment including:

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 a Serviceman/woman

The 2014 SEND Code of Practice has outlined four broad areas of need. Within each area of need there are categories. Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need.

1. Communication and Interaction
2. Cognition and Learning
3. Social Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

A Graduated Approach to SEN Support

Quality First Teaching

- a) 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.
- b) 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.
- c) 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.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) 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.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND 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.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's

information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Scraptoft Valley Primary School has established a three staged process for identification, assessment and provision. These stages are: SEN Support Internal, SEN support External and Education Health and Care Plan (EHCP). There may also be some children who receive Element 3 funding whilst on SEN school support External as part of the Local Authorities graduated response. This is applied for by the SENCO.

SEN Support

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school (i.e. they have a special educational need as defined by the SEN Code of Practice 0-25 [2014]). The class teacher remains responsible for working with the child on a daily basis and for planning and delivering the individualised programme or intervention programme. Individual Targets are devised with the pupil and parents to address the child's individual difficulties. Where the

interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO offers advice, support and takes the lead in the further assessment of the child's strengths and weaknesses.

The triggers for intervention through SEND Support could be the teacher's or other's concern if the child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

SEN Support External

As part of a graduated response the SEN Support External is aimed at children and young people with special educational needs and / or a disability but without an Education, Health & Care Plan. A request may be sought for help from external services if needed (with the permission of the parents) to prevent the development of more significant needs.

For a very small number on the SEN list who require additional High Needs funding, an application will be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. An Individual Education Plan (IEP) is devised with the pupil and parents to address the child's individual difficulties and will be the basis of any subsequent Education, Health & Care Plan that is then issued.

Element 3 Funding

An application for Element 3 Funding can be made if a child or young person requires significant adult support. If the funding is awarded, it can only be used to subsidise the adult support the child receives. Element 3 funding is time limited funding, currently lasting 2 years.

Education, Health and Care Plan (EHCP)

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEN of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken in the form of a SEND Support Plan to inform the Local Authorities decision.

The LA considers the need for an EHCP and arranges monitors and reviews provision.

Reviews

All Individual Targets will continually be kept under review. However the success of all targets will be formally evaluated three times a year.

The SENCO maintains a record of pupils identified through the procedures listed. This register is reviewed and updated each term.

For some pupils a more in-depth individual assessment may be undertaken by the school, this may include SSRT reading test, BPVS etc. For pupils at School Support External an external agency may be involved in offering advice and / or strategies to support, assessment and identification of need.

The protocols and procedures set out by the Local Authority are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with Education, Health and Care Plans.

Criteria for Exiting the SEN Register

Once children are making expected progress, after consultation with parents and if appropriate with the child, they will be removed from the register.

Management of SEN within School

We recognise that all teachers are teachers of children with special educational needs.

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. All members of staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions. (See *Appendix 1*)

In line with the recommendations in the revised Code of Practice 0-25 (2014) the SENCO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing Learning Support Assistants / Classroom Assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
-

The SENCO is responsible for keeping the head and the governor with responsibility for SEND fully informed. This will take place at regular meetings with the Headteacher and at Governor Meetings when necessary.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers to achieve these aims. We make this a priority in line with the SEN Code of Practice 0-25 (2014). We work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the parent partnership services. This information will be included, where appropriate, in Special Educational Needs Review discussions/meetings and Parent Evening discussions
- providing all information in a 'parent friendly' and accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in:

- identifying their own needs and learning about their own learning (self assessment)
- individual target setting across the curriculum
- the self-review of their own progress and in setting new targets
- formal reviews, providing evidence for meetings and attendance at review meetings

We ensure that pupil perceptions of the support and progress are included in monitoring and evaluation procedures. We also ensure that all pupils have access to a designated member of staff for support and to allow pupils to express any concerns they may have.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (See School Admissions Policy)

Supporting Pupils with Medical Conditions

We recognise 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 a special educational need and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision as

stated in the SEND Code of Practice 0-25 (2014). We have a lift in the school, disabled toilets, a changing table. Staff are informed and work alongside relevant agencies to make adaptations such as enlarging reading material etc. Staff are trained to administer Epi-pens. When needed, staff attend training to support children with more significant medical needs such as Type 1 diabetes. We work closely with our School Nurse to ensure that those children with long term health needs are effectively supported via a care plan.

Special Provision

Scraptoft Valley Primary School has the following special features that make it easier for us to accommodate children with Special Educational Needs:

- 1 Toilets and changing facilities for Foundation Stage and school aged children with disabilities.
- 2 White lines on stairs and steps throughout the building for the benefit of the children in the school with visual impairments.
- 3 Three ramps to give wheelchair access to the whole ground floor and the playground
- 4 There is a kitchen on the premises that makes it possible to cater for children who require a special diet.
- 5 A lift to provide access to the upper floor.
- 6 Staff are trained to administer Epi-pens.

Members of staff have expertise and qualifications in the following areas:

- 1 National Award for SEN Co-ordination – Northampton University
- 2 Leicester University Foundation Award for Classroom Assistants
- 3 HLTA

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. At School Support the following additional support may be provided:

- in class support for small groups with an additional hours teacher (AHT) or Teaching Assistant (TA)
- small group work with a teaching assistant
- individual class support / individual support outside of the classroom
- further differentiation of resources
- homework

All pupils at School Support will have Individual Education Plans. We use the suggested LEA format. The procedures for writing, implementing and reviewing targets are outlined regularly in staff meetings and support is given by the SENCO when necessary. For pupils with Education, Health and Care plans, provision will be in line with the recommendations listed in the outcomes on the plan.

Links with Education Support Services

We aim to maintain useful contact with education support services. Planning meetings with Outside Agencies are held twice a year to discuss the needs of the school and its pupils. For pupils at School Action Plus any one or more of the following agencies may be involved:

Educational Psychology Service (EP)
Visual Impairment
Hearing Impairment
Speech & Language Therapy Service
Early Years Special Needs Teaching Service
Learning, Communication and Interaction Support Team (LCI)
Social, Emotional and Mental Health Team (SEMH)
Children and Young People's Service (CYPS)
Child Early Intervention Psychology Support (CEIPS)

The SENCO will maintain links with other SENCOs through the SENCO network (termly meetings)

Links with Other Services

Effective working links will also be maintained with:

School Nurse
Community Health Service
Virtual School (LAC Pupils)
Social Services
Educational Welfare Service
Traveller Support Service – (Forest Lodge Education Centre)
CAMHS- Child and Adolescent Mental Health Services

Transition

Scraptoft Valley is committed to supporting all children with transitions at every stage of their education. This includes entry into Nursery or Reception, movement between year groups within the school, and transition from Year 6 to secondary school. The SENCO works closely with external agencies, parents and professionals to ensure that key information is shared through meetings arranged in advance of any transition. This collaborative approach helps to create a clear and supportive transition process tailored to each child's needs. Where appropriate, individual reasonable adjustments are implemented to ensure pupils feel secure and prepared for change. The school carefully plans transitions between classes, into primary education, and onward to secondary school to promote continuity, wellbeing and successful inclusion for all pupils with SEND.

Local Offer Leicester - How can the Local Offer help?

We can help you find services for children and young people with SEND up to the age of 25. You can start finding services by searching on this website.
In addition to helping you find services, the Local Offer:

- Helps you understand what schools and service providers are required to do for SEND children and young people
- Helps the parents and carers of young people with SEND find support for themselves
- Clarifies who is responsible for services for SEND children and young people
- Gives you the information you need to ensure your SEND child can thrive

Click here <https://families.leicester.gov.uk/send-local-offer/>

Links with Other Schools/Integration Links

Links are also maintained with the schools in the Scraftoft Development Group and particularly with Netherhall Special School

INSET

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Current issues are identified on the School Improvement Plan which is updated annually.

Details of training and Continuing Professional Development provided to members of staff, including the SENCO, are available from the Headteacher.

Resources

The budget for SEND at School Support is delegated to the school. Where pupils require additional High Needs funding an application will be made to the Local Authority. There will be a transition period for pupils who currently have a statement of SEN to Education Health and Care Plans (EHCPs).

The headteacher is responsible for overseeing the SEND budget. The SEND budget and budgets within other curriculum areas provide the following resources:

- TA support for those children with high needs.
- TA support to run intervention programmes.
- SENCO non-contact time for liaison with external agencies, assessment, record keeping, monitoring and review.
- Attendance of courses by staff to increase knowledge and development
- Purchasing a range of books, basic skills resources and materials, IT software to suit pupils with a variety of needs.

Monitoring and Evaluation

The effectiveness of our provision for pupils identified as having Special Educational Needs is carried out in many ways including:

Regular Pupil Progress Meetings for Teachers

Classroom observations by Senior Management - termly

Work sampling- whole staff – Staff meetings as agreed

Scrutiny of planning – termly – Headteacher and Senior Leadership Team (SLT)

Staff interviews – yearly – Headteacher / SLT

Informal feedback from SEN staff

Informal feedback from all staff

Pupil tracking – regularly updated

Pupil review meetings and records of review meetings – termly - SENCO

Monitoring Individual targets – termly – whole staff

Movement on the register – termly - SENCO

Attendance records – (weekly) – Attendance Officer/SENCO/DSL (Designated Safeguarding Lead)

Success Criteria

The governing body will include information on the implementation of this policy, and on any changes to it, in the annual report to parents

We have identified the following success criteria to evaluate the effectiveness of the policy:

- 1 The SENCO has meetings with the governor responsible for SEN
- 2 The register is updated termly
- 3 The register is up to date and easily accessible, levels of intervention are identified
- 4 There is movement on the register, both up and down the levels of intervention
- 5 All concerns are followed up within two weeks
- 6 Parents are informed about all expressions of concern
- 7 All pupils with IEPs have the targets reviewed termly
- 8 All pupils with IEPs are aware of their IEP targets
- 9 All teachers are aware of pupil targets
- 10 All IEP targets are SMART and written in accessible language
- 11 Parents are informed of their child's targets
- 12 All parents feel involved in their child's education
- 13 All teachers and support staff are aware of procedures
- 14 All teachers' weekly plans show evidence of differentiation
- 15 There is evidence of individual pupil progress over time
- 16 Resources are effectively used
- 17 SEN issues are included in staff development planning
- 18 All teachers are aware of their responsibilities
- 19 SEN is a key issue in the School Improvement Plan
- 20 Staff have undertaken training on the SEN Code of Practice 0-25 (2014)

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LEA may be involved.

Review

This policy will be reviewed on the date shown on the front cover or in light of any new legislation.

Appendix 1 – Job Descriptions

Appendix 2 – SEN Criteria Checklist

Appendix 1 – Job Descriptions

Scraptoft Valley Primary School

Job Description

Title: Special Educational Needs Co-ordinator (SENCO)

Responsible to: Headteacher

Overall purpose of this post

To undertake the duties and responsibilities in accordance with the Conditions of Service and in addition to teaching a class of primary school children (see class teacher's job description) to take on the responsibility for Special Educational Needs throughout the school. To carry out such other professional duties as may be considered by the Headteacher to be necessary or appropriate to the efficient and effective running of the school and the welfare of the pupils

Main duties and responsibilities

Curriculum and Management

- To assume the role of consultant for Special Educational Needs
- To write and keep up to date the school's policy and other documentation for Special Educational Needs
- To establish and implement clear policies and practices for assessing, recording and reporting on pupils with Special Educational Needs
- To ensure that all records and documentation for children with Special Educational Needs are completed and updated
- To communicate information to parents and governors, where appropriate and in consultation with the Headteacher
- To keep up to date with new developments in Special Educational Needs and inform the Headteacher and other staff of their implications
- To liaise appropriately with external agencies, parents and other schools: arranging meetings, taking and circulating minutes, chairing review meetings in the absence of the Headteacher, completing required forms etc.
- To provide advice and documentation relating to social inclusion
- To provide information and advice for the School Improvement Plan
- To prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and providing help and support to colleagues
- To liaise with colleagues in the Scraptoft Development Group and City Network
- To attend Senior Management Meetings, Management Meetings and Governors Meetings as required

Teaching and Learning

- To devise, implement and evaluate systems for identifying, assessing and reviewing pupils' Special Educational Needs in relation to the school's SEN policy
- To advise the Headteacher on the deployment of staff involved in working with pupils with Special Educational Needs to ensure the most efficient use of teaching and other expertise
- To help teachers to use tracking and other assessment data to identify children with Special Educational Need, set targets for individual children and inform good practice
- To identify and disseminate the most effective teaching approaches for pupils with SEN

Training

- To attend appropriate INSET
- To provide INSET and support for all staff
- To assist in the professional development and performance management of staff as required

Resources

- To take responsibility for the Special Educational Needs budget and advise other budget holders on their responsibility to provide resources for children with Special Educational Needs
- To order, allocate fairly and account for resources purchased
- To establish a general resource collection and see that it is properly organised and maintained

Monitoring, Evaluating and Reviewing

- To monitor and evaluate standards in Special Educational Needs in consultation with the Headteacher.
- To monitor and evaluate the Special Educational Needs policy, procedures, record keeping and information to parents in consultation with the Headteacher
- To evaluate resources for Special Educational Needs and inform the Headteacher of priorities for purchase
- To analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods

Scraptoft Valley Primary School

Job Description

Title: Special Educational Needs Learning Support Assistant (SEN LSA)

Responsible to: Headteacher

Overall purpose of this post

To provide support for class teachers and the Headteacher to meet the needs of children with Special Educational Needs. To carry out such other duties as may be considered by the Headteacher to be necessary or appropriate to the efficient and effective running of the school and the welfare of the pupils. To work in the nursery, Key Stage 1 or Key Stage 2 as directed.

Major Responsibilities

Pupils

- To support the class teacher in providing education of the highest quality e.g. clarifying and explaining instructions to children, ensuring children have the appropriate equipment or helping children to concentrate on and finish their work
- To help maintain a safe, caring and stimulating environment for children
- To support arrangements designed to promote positive behaviour and relationships within the school
- To assist the class teacher in devising, developing and putting into practice a programme of work which will help children to achieve targets identified on their Individual Education Plans (IEPs)
- To review, record and report success and achievements
- To encourage acceptance and integration of children with Special Educational Needs
- To accompany children on school visits

Curriculum

- To work alongside the class teacher and the Special Needs Co-ordinator (SENCO) help maintain and develop a broad, balanced and relevant curriculum which includes the requirements of the National Curriculum and the Early Learning Goals
- To prepare, maintain and organise materials, resources and equipment including photocopying and laminating
- To ensure that the school policies and practices are implemented

Miscellaneous duties

- To liaise with the SENCO regarding timetables
- To share in playground duties
- To share in the display of children's work
- To provide information for reviews and/or attend annual review meetings

Relationships and Communications

- To recognise that parents, staff and the Governing Body all play an important part in ensuring the success of the school and help them to do so
- To work alongside professionals from outside agencies e.g. speech therapist
- To work collaboratively with colleagues
- To respect confidentiality where appropriate

Professional development

- To attend staff training sessions and meetings as required by the Headteacher