

Special Educational Needs and Disability Policy

Rosley is an inclusive school where our main focus is to create the right opportunities, with support and encouragement, to help all our pupils to develop a life-long desire to learn and achieve as much as possible. We have very high expectations for all pupils, especially those with identified SEND and we strive to ensure our pupils with SEND make progress which compares well with the progress of other children.

1. Objectives

- To identify and assess children with SEND and additional needs as early as possible.
- To work in close partnership with parents, support services and other professional agencies to ensure the best possible outcomes for children with SEND.
- To ensure all staff have access to training and advice to support pupils with SEND and quality first teaching.
- To provide access to a broad and balanced curriculum that is differentiated in a way that supports children with SEND.
- To maximise the progress and achievement for pupils with SEND through an enriching and rigorous education.
- To support SEND pupils to become confident learners in life and achieve the greatest independence possible in their learning.
- To provide an inclusive education that values equality of opportunity for pupils with SEND and enables their full participation in the life of our school.

2. Definition of SEN from: SEND Code of Practice 2014

A person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has:

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

A child is not seen as having a learning difficulty solely because the language more commonly spoken is different from the language in which the child will be taught.

A special educational provision means anything different or extra to the educational provision made generally for children of the same age in maintained schools, other than special schools, in the LA.

There are four broad categories of SEN and they give an overview of the range of needs that should be planned for.

- 1) communication and interaction
- 2) cognition and learning
- 3) social, emotional and mental health
- 4) physical and sensory

The purpose of this policy is to assist the school to identify, assess, monitor and meet the needs of any child who has a learning difficulty.

3. Roles and Responsibilities

The Co-ordinator for SEN is Mrs Wendy Cape who has the NASENCo award.

The Governor responsible for SEN is Mrs Beth Irving (Parent Governor)

The Co-ordinator's role:-

- ❖ Take responsibility for the day to day operation of provision made by the School for pupils with SEND.
- ❖ To play a key role in developing the strategic direction and development of SEND provision within the school, contributing to Staff meetings and the school development plan.
- ❖ Meet regularly with the head teacher to discuss effective use of resources, advise the head teacher and governing body on the level of resources required to maximise the achievement of pupils with SEND.
- ❖ Provide professional guidance to colleagues in the area of SEND in order to secure high quality planning, 'Quality First Teaching' and effective use of resources in order to bring about improved standards of achievements for pupils. To lead regular staff INSET.
- ❖ Ensure that the school's SEND register and provision map are updated regularly.
- ❖ Arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist, Occupational Therapist, Educational Psychologists, Specialist Teaching Service (Autism) CAHMS, liaise with them and ensure that report recommendations are implemented.

- ❖ Devise, implement, monitor and review intervention programmes for pupils with SEND and measure their impact.
- ❖ Develop and maintain effective working relationships with parents to promote pupils' learning.
- ❖ Support teachers to: implement the SEND policy, identify pupils who may require special provision, communicate effectively with parents, write Individual Education Plan (IEP) targets, and agree specialist provision.
- ❖ Organise the deployment of resources and monitor their effectiveness.
- ❖ Train and support teaching assistants to carry out planned intervention programmes.
- ❖ Monitor the implementation of IEPs and the teaching and learning for pupils with SEND, using the analysis to guide further improvement.
- ❖ Monitor the needs and achievement of pupils with SEND together with colleagues and discuss this at Pupil Progress meetings.
- ❖ Analyse and interpret relevant national, local and school data to monitor achievement of pupils with SEND, inform the SEND policy, practices, expectations, targets and teaching methods.
- ❖ Apply for Statements and Education Health Care plans (EHC Plans).
- ❖ Convene and chair annual reviews of those children with a Statement of SEND/EHC plan.
- ❖ Keep own skills updated by reading, researching and attending relevant courses on SEND.
- ❖ Attend SENCo Cluster group meetings each term.
- ❖ Know how to recognise and deal with stereotyping in relation to disability or race.
- ❖ Develop effective liaison between schools to ensure that there is good continuity during transition for pupils with SEND.
- ❖ Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Class teachers' role:-

- ❖ Ensure 'Quality First Teaching' which includes assessing, planning and teaching all children at a level which allows them to make progress with their learning.
- ❖ Ensure the progress and development of SEND pupils in their class, including where pupils access support from teaching assistants (TAs) or specialist staff.
- ❖ Provide a differentiated curriculum which provides learning experiences that are relevant to the needs of pupils with SEND.
- ❖ Remain responsible for their pupils' learning when they are involved in intervention programmes.
- ❖ Identify pupils who may require special provision and to be placed on the school's SEND register (with support from the SENCo).
- ❖ Maintain the SEND file for pupils in their class.

- ❖ Write IEPs, with support from the SENCo as necessary, for pupils with SEND in their class and ask for the contribution of pupils and the contribution of their parents at IEP review meetings.
- ❖ Ensure IEPs are reviewed with the parents and child three times a year.
- ❖ Direct TAs to provide support for SEND pupils where appropriate and ensure they are fully aware of the pupils' IEP targets.
- ❖ Attend INSET and relevant courses when appropriate.

The Teaching Assistants' role:-

- ❖ Support the class teacher to implement targets in pupils' IEPs and provide learning experiences relevant to the needs of pupils with SEND.
- ❖ Carry out intervention programmes planned by the SENCo and keep records updated.
- ❖ Communicate with other professional agencies involved with pupils with SEND, with the SENCo's support.
- ❖ Attend INSET and courses when appropriate.

4. Admission Arrangements for Pupils with SEND

Admission arrangements are the same for pupils with and without SEND. If it is known that a child due to start Rosley CE Primary School has SEND, the SENCo and class teacher will make every effort to contact the current school setting to obtain as much information as possible in order to facilitate a successful transfer to this school.

5. Specialist Provision for SEND offered by the School

The School currently employs a SENCo who is responsible for SEN. This role may involve specialist teaching for individuals or groups of learners with SEN.

Other teaching professionals are deployed by the SENCo to provide specialist teaching for individuals and groups of learners with SEND.

All the TAs in the school receive training in SEND interventions.

6. Facilities for Pupils with SEND (including facilities which increase or assist access to School by pupils who are disabled)

No child should be denied access to areas of the curriculum in terms of limitations of physical ability. The school is continuing to develop facilities and access for pupils with SEND as outlined in the Accessibility Plan.

7. Resource Allocation among pupils with SEND

The headteacher informs the governing body of how the funding allocated to support SEN has been employed. Pupils with statements of SEND/ EHC plan, have their needs, as described in their statement/EHC plan, met through the appropriate deployment of resources and staff.

Speech and Language Therapists, Educational Psychologists, Occupational Therapists, the school nursing team and CAMHS will be deployed by the SENCo on a needs basis. Teaching time is allocated from a qualified teacher or the SENCo to carry out specialist teaching interventions for group and individual children. TAs (whose time is not allocated to a child with a Statement/EHC plan) are deployed in classrooms to support pupils' learning or to carry out interventions that are planned by the SENCo. A provision map setting out this provision is drawn up regularly. There may also be the allocation of specialist equipment and different or additional learning materials that will also be resourced.

8. Identification and Assessment of SEND – a graduated approach to SEN support

At Rosley we follow a graduated approach to SEN support, following the cycle of assess, plan, do, review.

Assess:

It is important to identify those children with SEND at the earliest opportunity, preferably in the Early Years Foundation Stage. Assessment includes observation for the Foundation Profiles and a Government approved Baseline assessment on school entry in the Foundation Stage. From Year 1 onwards children will be assessed each half term in reading, writing SpaG and maths and in Year 2 and Year 6 there are SATs and Teacher Assessments. This is in addition to high quality formative assessment that is carried out daily in the classroom. Rosley CE School may also draw on more specialised assessments, for example from the Educational Psychologist and the Occupational Therapy service. Parents will always be consulted when decisions are made to involve specialists.

Pupil progress meetings are held three times a year and involve the discussion of individual pupils by the head teacher, English & Maths subject co-ordinators and the SENCo. Children's progress through the school is tracked on SIMs and Rising Star assessment tracker and the SENCo analyses the progress of pupils with SEN regularly.

At the assessment stage, when concerns are raised, parents will be informed so they have a good understanding of their child's areas of difficulty and can be involved in providing extra information to aid the assessment process. Early interventions may be put in place with agreed outcomes.

Where, in spite of quality first teaching that is targeted at the pupils' area of weakness, pupils are identified as making progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;

the pupil will be identified as having SEN and their name will be placed on the school's SEND register. The views of parents and the child (wherever possible) will be consulted.

Plan

When a child is placed on the register under 'SEN Support', the class teacher, with the parents and the support of the SENCo will draw up an Individual Education Plan (IEP) for the child and work out the best strategies for achieving the targets, including any interventions proposed. Any necessary available resources will be allocated to help the child achieve the targets. The Child will also be involved in this process. Targets may be set using PIVATs or targets from the National Curriculum.

Do

The class teacher should remain responsible for the child's learning and they should work closely with any TA's, specialist staff involved, and the SENCo, to plan and assess the impact of support and interventions and how they will be linked to classroom teaching.

Review

IEPs will be reviewed three times per year and the effectiveness of support/ interventions and their impact on the pupils' progress will be reviewed and evaluated in line with the agreed dates. Parents and pupils will be consulted and the evaluation will be used to set new targets and possibly revise the support being provided.

If a child has a Statement or EHC plan, an annual review will be held each year. Annual Reviews of the child's progress are conducted in school where all relevant parties are invited to attend according to the requirements of the Code of Practice. IEPs are produced, in conjunction with other professionals involved, to work towards achieving the goals identified in the child's initial statement or subsequent annual review.

Progress of all children with SEN can be evaluated and/or measured as follows:

- by monitoring their individual targets
- by monitoring attainment levels recorded in class/whole school assessments detailed above and looking for sustained progress appropriate to the children
- by baseline and post intervention assessment where specific time limited interventions are put in place for the child
- by considering feedback from the child
- by considering feedback from the parent

If, as a result of the additional or different support received, the child is no longer considered to have SEN (ref criteria below), then, in close consultation with the child's parents that child's SEN records are closed.

The criteria used in the school are as follows:

- a) The attainment gap has narrowed between the child and their peers.
- b) Their rate of progress has improved
- c) They now have full access to the curriculum
- d) The child has improved levels of self-help/social/personal skills

Education Health Care Plan

In a small number of cases however, when a child makes little or no progress in spite of measures put in place under the SEN support and continues to demonstrate a significant cause for concern, where his/her needs cannot be reasonably met through the school's SEN support provision, the SENCo, class teacher and parents may feel it is necessary to request that the local authority, in which the pupil resides, conducts an assessment of a pupil's needs. This may lead to an EHC Plan. The school or parents may also request an assessment from the local authority as soon as they are placed onto the SEN register if their needs are severe or complex.

9. Arrangement for Providing Access to a Balanced and Broadly Based Curriculum for Pupils with SEND

Through all subjects an inclusive broad and balanced curriculum is provided for all children.

The implementation of the Accessibility plan will ensure that all staff are more aware of the individual needs of pupils with SEND. Every member of staff has a responsibility to use best practice to ensure the progress and well-being of all SEND children.

10. How Pupils with Special Education Needs Engage in the Activities of the School Together with Pupils Who Do Not Have Special Educational Needs

We try to ensure that activities offered in school are carefully planned to include all children, regardless of SEND. In addition the implementation of the Disability Equality Scheme action plan helps to ensure that children with SEND have their voice heard.

11. How the Governing Body Evaluate the Success of the Education which is provided at the School to Pupils with Special Educational Needs and Disabilities

The governors receive regular reports on SEND at Governor Body Meetings. They can also evaluate the success of the education by examining the SEND data and monitoring attainment levels. The Governor with responsibility for SEND will liaise with the SENCo termly to monitor SEND provision, and yearly to review the policy.

12. Complaints Procedures

Complaints about the special educational provision made for a child should be made in the first instance by the parents to the SENCo.

Please refer to the Complaints Procedure document.

13. SEN In-service Training for Staff

Guidance in the writing of individual targets, provision of an inclusive environment and teaching and learning and resourcing is on-going by the SENCo. Advice on particular areas of SEND (e.g. dyslexia) is also given. The SENCo ensures that TAs are trained in running acceleration interventions, such as Maths Recovery, Sounds Write and Structured Reading and Spelling. Interventions are of course dependent on there being funds in the school budget to accommodate them.

INSET at staff meetings is arranged by the SENCo on specific topics, new developments, or training in strategies etc., either given by the SENCo or a visiting specialist. (This may be part of the SEND development plan for that year.)

14. Outside Agencies and Facilities for SEN

If a Classteacher, in partnership with the SENCo and the child's parents, feels that a child with SEND would benefit from access to external support services (such as Speech Therapy, Occupational Therapy, Educational Psychologist or Child and Adolescent Mental Health Services), a referral is made by the school to which all parties will have contributed.

Close liaison is kept with specialised outside agencies working with individual children. E.g. clinical psychologist, doctor, paediatric nurse etc.

15. The Role Played by Parents of Pupils with SEND

We are committed to working in the fullest possible partnership with parents of children with SEND. Parents of pupils with SEND are fully involved from initial identification through to supporting any interventions that are put in place for their child. We recognise that a parent will have knowledge about their child which is valuable in assisting us to build up the fullest understanding of their needs. Parents assist the classteacher and SENCo in planning the IEPs and are given a copy. They may also meet with the classteacher and SENCo to review their child's progress.

The SEND Information Report published on our school's website is a guide for parents outlining how Rosley CE School supports their children's learning needs.

16. Links with Other Schools

Links are formed with secondary schools to which children with a statement of SEND will be transferring after year 6. A member of staff from the secondary school is invited to the Annual Review of that child to ensure a smooth transition.

Rosley CE School recognises the value of developing strong links with the secondary schools to which our SEND pupils transfer and for Transition programmes for the more vulnerable children.

We have close links with our on-site 'Busy Bees' nursery, and have a comprehensive transition process in place for those children joining Rosley CE School Reception class.

We also link with local nursery schools to ensure smooth transition for Early Years for those children joining Rosley CE School at Reception from other settings.

17. Links with Child Health Services, Social Services and Education Welfare Services etc.

The School's objective is to provide integrated high quality, holistic support focused on the needs of the child. Such support will be based on mutual understanding and agreement between all agencies working with the child and the family.

September 2016