

Romanby Primary School

Policy for Special Educational Needs and Disabilities (SEND)

Abbreviations used:

CoP Code of Practice

UNCRC United Nations' Convention on the Rights of the Child

EHCP Education Health Care Plan

EP Educational Psychologist

EMS Enhanced Mainstream School

ESWS Educational Social Work Service

SEND Special Educational Needs and/or Disabilities

SENCo Special Educational Needs Coordinator

TA Teaching Assistant

Contacts

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SENCo: Mrs. Sarah Bradnam

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 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 (January 2015)
- 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
- Teachers Standards 2012

School's Aims

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 CoP, UNCRC Article 2, 23, 24, 28 and 29.)

Objectives of the policy:

All children to:

1. Be happy and feel secure

- Provide a secure and caring environment
- Use positive and supportive language
- Use praise to celebrate achievement
- Set suitable learning challenges
- Provide opportunities for parents and children to celebrate achievement together

2. Be included and have access to a broad and balanced curriculum

- All children to be given a sense of belonging whatever their social, ethnic or cultural background
- Children to be fully included by compensating for their needs
- Wherever possible, children with sensory impairments to be given access to all areas of the curriculum
- Wherever possible, children with physical disabilities to experience a broad and balanced curriculum
- Provide a range of resources to suit particular individuals or groups
- Differentiate within class teaching to enable all children to achieve their full potential

3. Achieve the very best of which they are capable

- Use effective assessment and monitoring
- Provide high quality learning opportunities and materials
- Use positive and supportive language with pupils
- Intervene early to promote progress
- Make effective use of outside agencies
- Liaise effectively with parents and carers

4. Demonstrate personal development and growth.

- Use praise and positive language to reinforce all aspects of personal development e.g. learning to curb a temper, eating with a knife and fork
- Celebrate all achievements
- Involve parents in celebrating success and achievement
- Recognise and celebrate personal achievements as a whole school
- Personal development targets to be included on Individual Provision Maps wherever appropriate
- Use effective personal and social assessments and record sheets to show development and growth

5. Make good progress

- Set small, achievable and realistic targets which are reviewed regularly
- Use appropriate and varying teaching styles to meet the needs of the children
- Encourage parents to be involved
- Celebrate achievement in all areas

6. Experience wider activities leading to greater independence.

- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities including the use of random talk partners
- Appropriate use of support staff
- Children to have individual responsibilities in school/classroom
- Children to be encouraged to do things for themselves where practical and possible e.g. putting homework in a specified place, completing self-registration procedures without assistance and remembering the correct equipment

7. Make effective independent decisions.

- All children to be given the opportunity to make choices regarding certain activities –guide them by making sensitive suggestions
- Increase children's responsibilities in school where they can feel secure in their decisions

All Staff to:

1. Be well equipped to identify and meet needs.

- Liaise regularly with parents and keep up to date with home situations/health etc.
- Effective communication with SENCO and outside agencies to keep up to date with new developments – copies of relevant paperwork will be stored in pupil's individual SEN files and locked in the filing cabinet

2. Identify children's needs early.

- Early year's staff and SENCO to liaise with Health Visitors, NSPCC workers etc. about difficulties pre-Reception. EYFS staff to liaise with feeder nurseries during summer term prior to entry
- Use of EYFS Profile, Baseline Assessment to highlight areas of weakness at an early stage
- Regular communication with parents to ensure any concerns are noted/discussed and addressed
- Foundation Stage staff play a crucial role in early identification of needs and liaison with the SENCO will help to ensure that needs are addressed as soon as possible

3. Plan effective interventions.

- Individual Provision Maps are written co-authored by class teachers, parents/ carers and pupils (where viable) and are reviewed termly
- All planned interventions to be known to all staff working with the child e.g. Teaching Assistants. Teaching Assistants to have relevant information about the children they regularly work with, including Individual Provision Maps and SEN registers
- Parents/carers actively involved and working alongside teachers to create an effective learning intervention
- Good communication with parents, outside agencies and SENCO

- Entry and Exit assessments to be carried out for all interventions

4. Evaluate and revise interventions regularly.

- Good communication between Teacher, Teaching Assistants, Parents etc. to ensure information about targets/children's progress is monitored
- Interventions to be reviewed and evaluated regularly. Future planning to be based on this information. Records of work undertaken with groups/individuals to be recorded on SEN evaluation sheet in front of SEN files in filing cabinet. An evaluation meeting to take place between class teacher and lead person on the intervention to discuss progress and next steps. Information to be shared with SENCO and Leadership Team
- Progress to be regularly shared and discussed with parents/carers
- Children to be involved where appropriate in discussing and evaluating their progress
- Individual Provision Maps to be reviewed when required but are seen as working documents and can be amended as appropriate

All Parents/carers to:

1. Be kept informed at all times.

- Class teacher to keep parents/carers fully informed from the initial concern
- Information to be exchanged in a sensitive way
- Class teacher, parents and external agencies to be involved and the views of the pupil and the pupil's parents/ carers to be sought and included where practical

2. Have the opportunity to be fully involved.

- Parents/carers and teachers to work in partnership when setting targets
- Where possible to work in partnership with the school and outside agencies to meet the targets.
- To jointly celebrate success however small
- To understand and be involved at all stages of SEN according to the Code of Practice

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (Introduction xiii, xiv CoP 2014)

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

Responsibility for coordination of Inclusion and SEN provision is as follows:

Sarah Bradnam is the SENCo and is responsible for co-ordinating the day-to-day provision of education for pupils on the SEN register.

The whole school inclusion register is held by the SENCO and shared with class teachers and support staff.

The register is updated on an ongoing basis. Hard copies are circulated to class teachers for storage in their files. Staff will meet regularly to review the correct placement of children on the register.

Information on the SEN register is shared with governors as and when necessary, always maintaining confidentiality of pupil details.

What is adequate progress for children with SEN?

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group
- Prevents the attainment gap growing wider
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour
- Demonstrates that a higher level of independence is achieved

Children with Education Health Care Plans

High need/low incidence

These are documents outlining agreed provision for an individual pupil with a higher category of need and for which the LA currently retains responsibility. Allocated resources specified on the Plan

should follow the child closely to ensure that Plan objectives and learning targets can be met effectively. However, once again these resources may be used flexibly to best meet the child's needs including small group teaching by a TA.

Annual Reviews

All EHCPs are reviewed annually and these reviews should focus clearly on the progress made by the child in relation to the Plan objectives and learning targets. Discussions about the appropriateness of resources and their allocation should form part of the review process.

Transition

Within school:

During the latter part of the Summer Term, class teachers will discuss the individual needs of their pupils and ensure that the transfer of class based documentation takes place, including information from outside agencies, Individual Provision Maps and Inclusion Passports.

Between schools:

Staff from receiving schools are invited to review meetings during a pupil's time in Y6. Extra visits and provision is planned carefully at this time.

Vulnerable Children

Children identified as vulnerable are recorded by the class teachers. This means that class teachers know their vulnerable children well and appropriate actions are taken to ensure that they make progress – for example, focussed TA support in class, Quality First Teaching, including them in intervention groups, regular communication with parents and individual reward charts for behaviour. These groups of children are regularly monitored by the SENCo and headteacher.

Safeguarding

We recognise that some of our children with SEN, and/or those identified as vulnerable, are subject to particular risk. These children are well known to class teachers, the leadership team and the SENCO.

Whole school approaches:

All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.

- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo will offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Individual Provision Maps are available in all classes so that staff, pupils and parents know what reasonable adjustments are available
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents

- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways
- TAs will be trained so that they can encourage and support pupils
- Transition arrangements will be personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties
- Designated finances will be used appropriately to meet needs without reducing independence
- Staff training will reflect the needs of the current school community and whole school needs
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2015

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, Headteacher and SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluates the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND

- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

Agreed by governors: December 2016

Review date: December 2017

This policy is in line with the Code of Practice 2015