

Roman Hill Primary School

Inspiring achievement

Special Educational Needs & Disability Policy & Information Report January 2019

Special Educational Needs and Disabilities Coordinator:

- Miss G D Clarke – National Award for SEN, Assistant Headteacher

**Every Teacher is a teacher of every
child or young person including
those with SEND.**

Contents

| | |
|--------------------------------------------------------|----|
| 1: Aims & Objectives | 2 |
| 2. Legislation and guidance | 2 |
| 3. Definitions | 3 |
| 4. Roles and responsibilities | 3 |
| 5. SEND information report | 4 |
| 6: Supporting pupils at school with medical conditions | 11 |
| 7. Monitoring arrangements | 11 |
| 8. Links with other policies and documents | 11 |

Approved by:

Date: [Date]

Last reviewed on:

Next review due by:

1: Aims & Objectives

Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Explain how we strive to raise the aspirations and expectations, progress, learning and wellbeing, of those children who have needs relating to:
 - Communication and Interaction
 - Cognition and Learning
 - Social, emotional and mental health difficulties that may affect behaviour
 - Sensory and/ or Physical needs (including Vision & Hearing)
- Explain how we endeavour to ensure every pupil with SEND and/or disability in this inclusive school has an entitlement to fulfil his/her optimum potential.

Objectives

- To identify and provide for pupils with Special Educational Needs, disabilities and additional needs.
- To work within the guidance provided in the SEND Code of Practice (2014)
- To provide support and advice for all staff working with SEND pupils
- To operate a “Whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (SENDCo) who will work within the SEND inclusion policy
- To develop and maintain partnership and high levels of engagement with parents
- To ensure access to the full curriculum for all pupils

2. Legislation and guidance

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

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

It also draws reference from

- Equality Act 2010: advice for schools
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 & 2 framework Document (Sept 2013)
- RHPS Safeguarding Policy
- RHPS Accessibility Plan
- Teacher Standards 2012

This policy also complies with our funding agreement and articles of association.

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Miss Gemma Clarke

She will:

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

4.2 The Academy Trust / SEND Governor

The Academy Trust / SEND Governor will:

- Help to raise awareness of SEND issues at Academy Trust / Governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy Trust / Governing board on this

- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and Academy Trust / SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

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

4.5 Support staff

- Some teaching assistants are trained to deliver specific interventions and are monitored and managed by the SENDCO.
- All support staff are expected to deliver quality provision under the guidance of the class teachers which often involves working with children with SEND.

4.6 Staff responsible for PPG/LAC and medical needs

- The member of staff responsible for managing Pupil Premium Grant (PPG) is Mrs J Etteridge, Headteacher.
- The Designated Teacher for Looked After and Previously Looked-after children including how funding is spent is Miss G Clarke, SENDCO.
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Miss G Clarke – Assistant Headteacher for Welfare and SEND.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

The School is committed to the early identification of Special Educational Needs this is built into the overall approach to monitoring the progress and development of all pupils. We recognise the four broad categories of needs in the Code of Practice should be planned for and that negative behaviour may highlight an underlying response to a need or needs. The purpose of identification however, is to work out what action the school needs to take, not to fit a child into a category.

A range of evidence is collected through the School's assessment and monitoring arrangements. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If this suggests that the child is not making the expected progress, the Nursery or Class teacher will consult the SENDCo in order to decide whether **additional and/or different** provision or assessments are necessary.

There are other factors which may impact on progress and attainment but are not SEN, for example:

| | |
|------------------------------------------|-----------------------------------------|
| Disability | Being in receipt of Pupil Premium grant |
| Attendance and Punctuality | Being a Child in Care (CIC) |
| Health and Welfare | Being a child of Serviceman/Woman |
| Having English as an additional Language | |

Interventions and provisions may be put in place for these children but they would not be considered SEND based on this alone.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Pupil Involvement

Pupils with a planned SEND support programme will be provided with the help and support to move forward with their learning. It is essential that pupils are actively involved in their planned SEND support programme. This means pupils must know and understand their targets and outcomes, know what to do to achieve them, and who will help them achieve.

Parent Involvement

The involvement of parents in their children's SEND support programme is vital to success.

Parents will be informed when concerns arise. Staff will ensure parents are fully aware of their child's SEND support programme and/ or additional provision. They will be consulted to review and update their child's progress. Parental views will be actively sought and recorded.

Copies of documentation relating to the child's SEND support programme and reviews must be shared and made available for parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

This section sets out the process by which our school identifies and manages children with SEN.

The child's teacher is responsible and accountable for the progress of all pupils in their class. This will be reviewed as part of an '**Assess, Plan, Do, Review**' cycle with the SENDCo and Headteacher at regular Pupil Progress meetings. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches

that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Support and training may be offered to the class teacher to improve their understanding of strategies to support specific pupils.

The school, pupil and parents work together in setting appropriate targets/provision for the child. It may be decided at this time to place the child on a planned SEND Support programme which could be recorded on a Learning and/or a Behaviour plan or a pupil Passport/Provision Map. At this point we would consider the child being 'monitored' for SEND.

Where progress does not improve, despite planned provision, a child may be placed on the schools SEND register and referrals to outside agencies made for further guidance. Where the needs of a child are broader or more complex and/or a family may want to access specialist schooling, a child may be put forward for an Education, Health and Care Plan (EHCP) from the county council. (This replaced the Statement of SEND from the 2002 Code of practice).

5.5 Supporting pupils during transition - moving between classes or schools/provisions

We will share information with the new class teacher, school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Where possible we will endeavor to put a transition plan in place which will involve the child visiting the new class, school/setting and staff from the class/school/setting visiting the child in situ and meeting with current staff to ensure good practice is shared for continuity.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching and our environments are our first step in responding to pupils who have SEN. Work will be differentiated for individual pupils and all classrooms will be expected to be sympathetic to the needs of their pupils e.g. dyslexia friendly, visual aids available etc

We have two nurture groups at RHPS which children might attend during the week to meet a variety of needs. A place in our Nurture group is not guaranteed as spaces are limited and certain criteria needs to be met.

We also provide a number of interventions which will be used accordingly ([appendix 1 – Not exhaustive and subject to change](#)) which are generally delivered by trained support staff within the school, ideally within the class.

A child having their own one to one is discouraged here as dependence on one particular adult can cause significant difficulties for pupils and is not generally considered to be beneficial to a child who will need to navigate the world independently at some point. A child who needs one to one provision at all times would be considered to need a more specialist provision and we would support families to access this for their child.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a one to one basis for individualised target based work like speech and language or THRIVE work for example.

Teaching assistants will support pupils in small groups when a more adult led provision is needed

We work with the following agencies to provide support for pupils with SEN: (not exhaustive)

- Educational Psychologist
- County Inclusive Support Service (**CISS**)
- SENDAT – The Ashley school outreach team
- Dyslexia Outreach team
- Speech and Language team
- Early Years advisory team
- Occupational Therapists
- Physiotherapists
- Pediatric teams
- Child and Adolescent Mental Health Services (**CAMHS**)

5.9 Expertise and training of staff

Our SENDCO has over 10 years of experience in this role and is also our Assistant Headteacher for Welfare.

Miss Clarke works full time in this role and has a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

CPD is delivered regularly to all staff on a range of SEND and strategies.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using and analysing pupil questionnaires/pupil perceptions
- Monitoring by the SENDCO including lesson observations, book scrutinies and data analysis.
- Using provision maps to measure progress

- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- We have five members of staff trained in THRIVE and we are a THRIVE aware school. This is embedded across our school ethos and policies
- We are a restorative school who listen to our children and help them to listen to each other.
- We have a dedicated welfare team who work closely with children and their families to develop skills and strategies to support any social, emotional and mental health difficulties. They are available for children and their families to talk to if they have any concerns. They are able to complete CAF forms and will attend CAF meetings to help families get the right support. They are trained in counselling techniques, as well as behaviour management, specialist interventions and are first aid trained.
- We have a zero tolerance approach to bullying and have 'BIG' award for our work on this.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance and then to the SENDCo if not satisfactorily resolved. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a **confidential** and **impartial** information, advice and support service on issues related to Special Educational Needs and Disability (SEND).

It is **free, easy to access and confidential**. They can help children, parents and young people take part in decisions that affect their lives.

They offer information, advice and support to:

- Children and young people (up to 25 years) with SEND
- Parents and carers of children with SEND
- Practitioners (who might support children, young people or parents to access our service)

More information can be found at <https://www.suffolksendiass.co.uk/>

5.15 Contact details for raising concerns

Miss G Clarke - Assistant Headteacher for Welfare and SEND

Gclarke@romanhill-pri.suffolk.sch.uk

01502 526114

5.16 Training and Resources

SEND provisions are funded through:

- 'Block Funding'
Block Funding is triggered by a child not achieving expected levels of attainment in their Reception Year at school.
- 'High Tariff Needs Funding'
High Tariff needs funding is available for pupils with more complex needs which is applied for on a termly basis and subject to a county monitoring process
- Some funding may come through Pupil Premium or Sports Premium.

Training needs

Training needs of the school are identified through the school development plan, performance management reviews, induction procedures and individual pupils' needs. Staff are encouraged to access CPD online and attend Network meetings to keep up to date with new developments.

The school has developed close links with local SEND provisions such as 'County Inclusive Support Service', 'First Base' and 'Harbour' PRUs, Speech and Language services, Educational Psychologists etc, who support us with training staff and providing resources.

5.17 The local authority local offer

Our contribution to the local offer can be found here:

http://www.romanhill-pri.suffolk.sch.uk/?page_id=2211

Our local authority's local offer is published here:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer>

5.18 Storing and Managing Information / Confidentiality

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head Teacher or the SENDCo.

Confidential information regarding a pupil's SEND is kept in the SENDCo's Action File. If information on a pupil is required from the Action File, the information on that pupil only may be removed and returned promptly.

The Action File contains past and current copies of termly support and any communication from outside agencies.

The class teacher's SEND File will contain the original documents and examples of work/other evidence which is updated on a termly basis and supports the review and target setting procedure.

6: 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 children will have their medical conditions recognised in their Education, Health and Care plan (EHC).

[See school's 'Medical Conditions Policy'](#)

Care Plans

If your child has a medical condition that the school needs to be aware of then a care plan will be **initiated by the health team supporting your child at your request**. These plans ensure that all appropriate staff are fully up to date with your child's needs and any medical intervention they may need. The school does not prepare medical care plans but can create a plan with you around any additional provision they may need – like access to paracetamol for a specific need.

7. Monitoring arrangements

This policy and information report will be reviewed by Gemma Clarke **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

8. Links with other policies and documents

Accessibility plan
Medical Conditions Policy
Behaviour & Anti-Bullying Policy
Safeguarding Policy
EAL Policy

Gifted and Talented Policy
Assessment Policy
Equality and Disability policy
PHSE Policy