



Special Educational Needs and Disability Policy

Date Policy was formally adopted	March 2018
Review Date	March 2019
Chair's Name	
Chair's Signature	

Core Values

Respect

Enjoyment

Care

Confidence

Challenge



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Mr Colin Raraty is the Headteacher

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The named Governors responsible for SEND is **Mrs Sarah Stephenson** and **Mr Brian Hardcastle**. The Headteacher and the Governing Body ensure that the Rodings Primary School Special Educational Needs and Disability policy complies with the guidelines and inclusion policies of the Code of Practice 0-25 (2014), the Local Education Authority and other policies current within the school including the SEN Information Report Regulations. The Governing Body using their best endeavors to secure special educational provision for all children who they are responsible.

All staff and governors have had the opportunity to contribute to this policy and it will be reviewed annually to take account of staff changes and SEND training and developments.

Our Rationale

At Rodings it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best efforts to secure 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 (September 2015).

These areas are:

Communication and interaction
Cognition and learning Social,
Mental and emotional health
Sensory/physical

High Quality Teaching

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision



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What are special educational needs?

A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be provided. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational

or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision.

Many things have an impact on progress and attainment but are not classed as SEND (see Appendix One)

Aims of this policy

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To provide support as early as possible so that the difficulty may be alleviated and rate of progress improved.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- By reasonable adjustments, within the capacity of the school and decided by the SLT, to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. We monitor this access regularly through meetings with our SENCO and SENCO support teacher and individual teachers to ensure all children have equal access to succeeding in all subjects. It is a designated item on governor agendas and as 'Pupil Matters' in all staff meetings.



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The Role of The SENCO and what provision looks like at Rodings

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to and planning for the in-service training of staff.
- Liaising with local pre-school settings to support transition to Reception
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register
- Managing the budget for SEND
- Attending annual reviews
- Organise SEND audit-next one due at end of Summer term 2018
- The SENCO support teacher reports directly to the SENCO at weekly meetings.

Identification and Provision

Provision for children with special educational needs is a matter for the whole school. The Governing Board, the SENCO, SENCO support teacher and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information will be transferred from other partners in their pre-school setting/previous setting. The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. Parents will be consulted when specific interventions are put in place. These provisions will be monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission. Decisions about further support will then be made.

The class teacher and SENCO/SENCO support teacher will use this information to organise interventions such as

- The development of an appropriate differentiated curriculum and write an individual provision map
- Specific one to one sessions on phonics, core mathematics or involvement in social skills groups with LSA
- Have individual or group speech and language support.



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- Find specialist equipment/ materials for LSA to use
- Agree learning and behaviour targets with the child.
- Identify and focus attention on action to support the child within the class.
- Identify any new learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about achievements and form the basis for planning the next steps.

The child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individual provision in the classroom. They are responsible for making sure that the child understands their next step targets by having these targets visible and understandable. The SENCO support teacher will assist in writing the provision map and provide suggestions for making the targets child friendly and age- appropriate for day -to -day teaching.

Monitoring and evaluating children's progress

Our in house assessment tracker is used termly and provides information about progress across the school. However class teachers are responsible for identifying children who are in need of additional support at any point when progress dips. The key document is the SEND register, which outlines all children who we consider have difficulty making maximum progress and have difficulty accessing the whole curriculum. Our SEND register has a range of categories of need. Some children have 'Additional Needs' and require support within groups in the classroom or in specific situations Other children are classed as "High Needs' are likely to have more long term and complex needs. They are likely to have a statutory assessment. Children on the SEND register with additional needs or high needs are likely to be tracked over much shorter periods of time. All children with statutory assessments have small steps progress targets, in the form of a provision map, which is reviewed monthly or half termly by the SENCO support teacher by work scrutiny or informal assessments. These are very much 'living documents' and explain exactly what needs have been identified over a short term. It is likely that 'P' Scales will be used for many of these assessments. Children with high needs or statutory assessments are also likely to have Consistent Management Plans, Individual Health Care Plans or Intimate Care Plans. These are reviewed termly. The key test of the need for action or further action for **any** child, is that current rates of progress are inadequate. Children in Foundation, who are receiving speech and language support are not on our SEND register unless difficulties continue. It is possible that, with successful intervention they may not require support in the longer term.



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Our rationale is ASSESS, PLAN, DO, REVIEW

Reasons for a child being added to the SEND register may include the following:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness over a specific agreed period of time.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Adequate progress can be broadly identified as:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better 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.

Children who make sufficient progress may no longer require interventions and will exit the SEND processes.

Further support and advice

In order to help children with special educational needs, Rodings will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's provision maps in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in



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teaching the child directly.

The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

The reasons for advice are as follows:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.
- The school is having difficulty fully meeting the needs of a child through our own provision and a review of the collected written evidence, such as STAR charts is needed. In this case an emergency 'One Plan Meeting' would be requested and contact made with the LA.

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

A request will be made by the school, to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist teacher or educational psychologist.
- Views of the parents.
- Views of the child

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with



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special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

Meeting with parents

Parents who have children on our SEND Register meet with the class-teacher and SENCO or SENCO support teacher at least once a term for an extended discussion. It may also happen that some form of weekly or daily communication, involving the children, is in place at an age appropriate level. Given that our children come from a wide area, phone calls are often used for communications between parents and school. All children with an EHCP will, have a One Plan meeting at an agreed time during the academic year as one of the extended parent consultations. This is likely to be in the term before their annual review. The SENCO/SENCO Support teacher will liaise with parents before the Annual Review and complete the necessary reports and assessments. This will be done at least two weeks before the date of the Annual Review. At all stages of the special needs process, the school keeps parents fully informed and involved. At these three main meetings, written notes will be made available to all who attended. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. At the end of each academic year, the SENCO will meet with the new and current class teachers to discuss any transition issues.

Complaints

Any complaints about the SEND provision at Rodings Primary School should be directed to Mr Colin Raraty, Headteacher.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. We employ a small-steps approach, in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND, who have a High Needs category or have a statutory assessment, have a provision map with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. However this will be as part of a regular and planned educational programme agreed with the SENCO.



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Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The role of the Governing Board

The Headteacher informs the Governing Board of how the funding allocated to support special educational needs has been employed. The SEND governor meets with the SENCO/SENCO support teacher at least once a term. The Governing Board challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Board has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Board reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full Governing Board.



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GLOSSARY OF TERMS

Annual Review	Yearly meeting of all specialist involved in a child to review and EHCP
CMP	Consistent Management Plan - Behaviour
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
ICP	Intimate Care Plan - for children who have toileting needs involving adult support, or other intimate care needs involving close contact.
LA	Local Authority
LSA	Learning Support Assistant
One Page Profile	Document that highlights a child's strengths and areas for development.
One Plan	A meeting where multiple agencies are present to discuss the needs of a child all in one go and not as fragmented smaller meetings
P SCALES	Statement scales used to assess children's progress before the National Curriculum assessments – these are academic and social assessments
SEMH	Social, emotional, Mental Health
SENCo	Special educational Needs Co-ordinator
SEND	Special Education Needs and Disability
SLT	Senior Leadership Team
Specialist Teacher	LA specialists in a dedicated area of SEND provision
Statutory Assessment	Local Authority organisation responsible for the overseeing of SEND children and their provision., particularly EHCPs and school placements.



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Appendix One –NOT SEND but has an impact on Children’s Learning

Attendance and Punctuality

Health and Welfare

EAL

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child who has attended numerous schools (Child in Services Family)

Traveller Family

Bereavement

Family Circumstances (such as parents separating etc.)