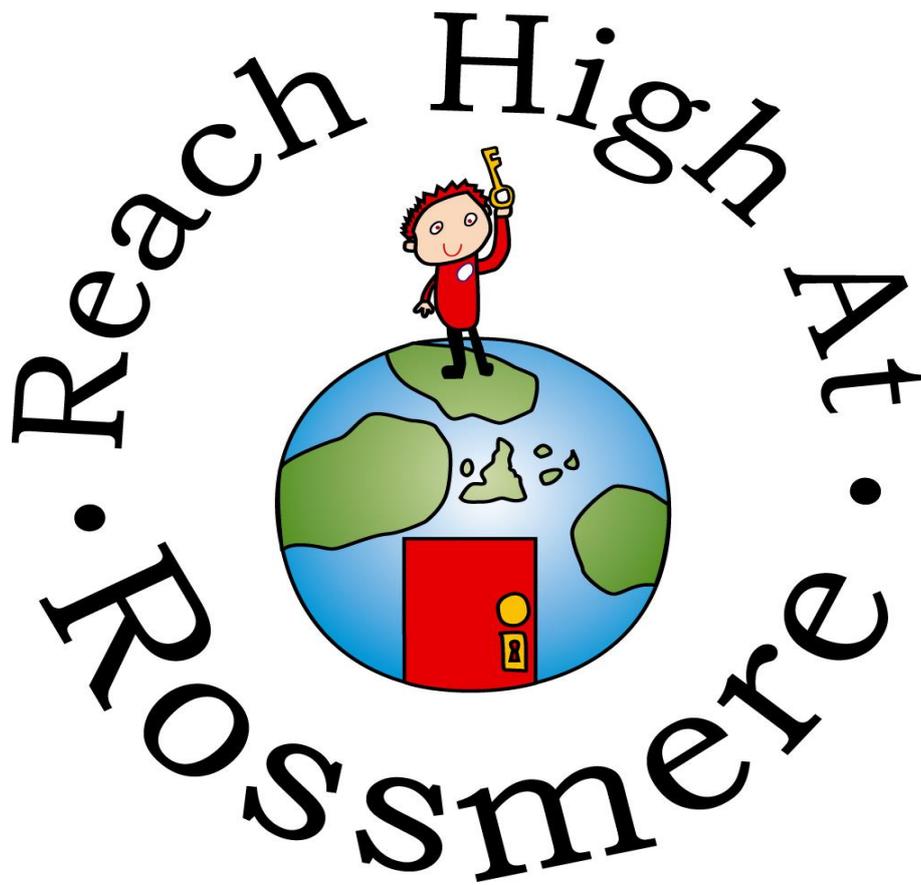


Special Educational Needs and/or Disability Policy



ADOPTED BY THE GOVERNING BODY

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Working Document

Policy Number 13

Special Educational Needs and/or Disability Policy

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1. Introduction

The Rossmere SEND policy reflects the fundamental principles of the New SEND Code of Practice 0 – 25 Years (DfES, 2014) and the Children and Families Act 2014. The school's Local Offer is available on the website and will be updated regularly.

Rossmere uses the following definitions of SEND.

Pupils have a *learning difficulty* if they:

- a) have significantly greater difficulty in learning than the majority of children of 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 children of the same age in schools within the area of the local education authority.

The school recognises that provision for pupils with SEND is the responsibility of the whole school and that all teachers are teachers of pupils with SEND.

2. Aims and Objectives

The Rossmere SEND Policy aims to promote maximum achievement and attainment for children with SEN and/or disabilities (SEND) at Rossmere Primary School because:

'All children deserve a good education, with staff in schools giving them the confidence, self-belief and teaching that they need to fulfil their potential'
(DfE, 2011: 65)

The SEND Policy is written for all staff because, in order for SEND systems to change, to enable improvements in practice for all pupils with SEND and their parents and families, all staff – particularly teachers and support staff – need to be actively involved at the appropriate level because, after all:

'All teachers are teachers of SEN'
(DfES, 2001; House of Commons, 2006; Lamb, 2009)

The aims of the SEND policy are:

- to promote an inclusive ethos throughout the school;
- to enable pupils with SEND to have their needs met;
- to take into account the views of the pupils with SEND;
- to ensure children are safe (following guidelines from 'keeping Children Safe' 2016);
- to encourage good communication with parents of children with SEND;
- to facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with SEND.

To attain this, members of staff at Rossmere Primary School will:

- recognise the needs of the individual;
- differentiate teaching methods to suit individual needs;
- differentiate the curriculum content so that it is attainable by all;
- take consideration of the SEND Code of Practice;
- acquire appropriate specialist support whenever possible;
- provide a stimulating and positive environment;
- develop working partnerships with parents;
- provide suitable and adequate resources;

- pass information and expertise through SEND procedures and meetings.

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3. An Inclusive Vision – Reach High at Rossmere

Rossmere Primary School is committed to inclusion. This means that where possible we endeavour to support children with special educational needs within our school, where all children get the same opportunities to learn and mix socially with each other.

Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. The school aims to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs. Children with special educational needs are in most cases catered for from within the normal resources of the school. If needed provision from the Local Authority may be sought, where deemed necessary.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Rossmere Primary School we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential. Rossmere sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are moving from a SEND approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

4. Implementation

In Rossmere, SEND is within the Vulnerable Pupil Group. A group that meets termly to discuss all vulnerable children including SEND. The implementation of the SEND policy is the responsibility of the whole school. The SEND coordinator assisted by the SEND Team, has responsibility for the day to day operation of the policy.

4.1 The role of the SEND Coordinator is to:

- oversee the day to day operation of the school's SEND policy
- monitor the effectiveness of the policy
- work closely with the SEND team and direct their work
- liaise with and advise fellow teachers
- keep SEND register up to date
- keep the local offer on the website up to date with relevant information about SEND
- monitor and track the progress of children with SEND, use the school tracking system as well as RAISEonline
- analysing the impact of provision
- monitor and track intervention programmes across the school
- Liaise with parents and keep them informed about their child's progress, changes to SEND within school
- promote an inclusive environment and inclusive practice within school
- co-ordinate the provision and resources for pupils with SEND
- oversee the records on all pupils with special educational needs
- contribute to the in-service training of staff
- liaise with external agencies including the Educational Psychology service, Speech and Language, Child and Adolescence Mental Health Services (CAMHS), the local authorities SEND Team, Visual/Hearing impairment service
- liaise with Nursery and external provisions to ascertain the SEND of incoming pupils
- work closely with the 2 year old pilot children and staff to enable early identification
- represent the interests of pupils with SEND at relevant committees in the school.

4.2 The role of the learning support teacher is to:

- assist the SENCo with the implementation of the Code of Practice for Special Educational Needs and/or disabilities 0 – 25 Years (2014)
- administer diagnostic tests, as required across the school and report back to parents on the outcomes.
- advise subject staff and pastoral staff on effective ways of meeting the needs of pupils with SEND
- provide specialist teaching to pupils as outlined in their individual report recommendations.

4.3 The role of the classroom teacher is to:

- have a knowledge of the pupils who have been identified as having special educational needs and ensure a termly ILP is in place to address the child's needs
- Promote inclusion in the classroom and give each child every opportunity to succeed, including those with SEND
- Ensure advice from external agencies is used appropriately to support children with SEND
- use differentiation and a variety of strategies and approaches in order to maximise the achievement of all pupils including those with SEND
- monitor the progress of individual pupils in order to identify areas where a pupil is not progressing even when the teaching style has been differentiated
- plan, organise and deliver or direct others to, intervention programmes to allow children to make progress
- facilitate reviews of pupils with their parents and sharing pupil progress and attainment in all subjects
- Build strong relationships with parents and carers of children with SEND.

4.4 The role of the teaching assistants is to:

- be aware of children with SEND within the class
- assist and support the classroom teacher in the delivery of a broad and balanced curriculum
- follow the daily planning set out by the classroom teacher
- assist the classroom teacher in the delivery of targeted support for SEND children
- be aware of the targets on each child's ILP
- provide intervention programmes for SEND children as directed by classroom teachers or senior leaders in school
- Where working 1-1 with a child promote the **child's independence** as well as develop their learning

4.5 The role of the lead teaching assistant is to:

- support children identified with high needs and their teaching assistants
- provide different strategies, resources techniques when and where appropriate
- support parents when needed
- provide and organise training for all staff where needed
- provide external training when required
- work within the vulnerable team to support children and their families

5. Identification of Pupils with SEND

The importance of early identification, assessment and provision for any child who may have SEN cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process.

(DfES, 2001, para 5:11)

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process. Children may then be highlighted to the SENDCO and Learning Support teacher to do further assessment.

The class teacher with the support of the SENDCO will plan an appropriate programme of support.

Parents are informed at every stage of the process to ensure they understand and can support with learning as well.

If a teacher feels that he/she has identified a child with SEND, the teacher should speak to the SENCo. The starting point of the conversation will always be a review of the strategies currently being used and the way in which these might be developed. The review may lead to the conclusion that the pupil requires help over and above that which is normally available.

The class teacher will;

- have a discussion with parents to complete SEND registration form and how they can help their child at home
- ensure the SENDCo signs the forms and the child is placed on the SEND register
- write an ILP with the child (older children can write their own if they wish) and provision map, which will identify strategies and actions to develop the child's individual needs.

5.1. SEND register– Broad Areas of Need

There are now 4 broad areas of need.

- **Communication and Interaction**
- **Cognition and learning**
- **Social, emotional and mental**
- **Sensory and/or physical needs**

Children are placed on the SEND register dependent on their need. Some children may only be in one area of need whereas other children may be in all of them. When placed on the SEND register it is classed as **SEN Support**, within school those children who receive an additional adult for support are called **High Needs SEN support**. Some children may have a statutory assessment which is now called an **Education, Health and Care Plan (One Plan)**.

5.2 Medical Needs

Children who have a medical condition but do not require special needs provision will be placed on a medical register not the SEND register.

5.3 SEND De-registration

If a teacher feels that the intervention strategies and additional provision that have been provided for a child have been successful then through discussion with the SENDCO it may be decided to deregister the child. The class teacher will discuss with parents and complete the deregistration form, gaining parents signature and the SENDCo's. The child will then be removed from the SEND register.

6. Organisation

- The SEND register is regularly updated and a copy is kept on Fronter-Subject Leader-SEN-SEND register
- The SENDCo provision maps the school for both human and physical resources
- The Lead Teaching assistant supports the high needs children and their teaching assistants and any other children who have been identified for specific targeted work
- Regular meetings are held with teaching assistants who are working with children on a 1-1 basis and general teaching assistants
- SEND has a high priority within school and staff are updated termly and when needed
- All children to have their own ILP green file and book kept up to date by their class teacher
- ILPs to be written termly or half termly if a child has met their targets sooner.
Children to write targets with the teacher.
- **Teachers** will review ILPs of children, within their class, with parents during parents evening, twice a year and then a final report will be given to parents at the end of the year. Children who are High Needs SEN Support will have a review by the SENDCo, class teacher and parents as well as 2 parent's evenings.

7. Evaluation

The SEND Policy and its effectiveness within school is evaluated:-

1. through reviews of ILP's and through Annual Reviews of pupils with a statement or Education, Health and Care Plan
2. through monitoring the success of strategies devised to achieve the targets set by teachers for pupils identified as having SEND
3. through monitoring the attainment and progress of SEND children on a termly basis
4. through assessing the value added to the achievement of pupils with identified SEND



8. Monitoring

The progress of pupils identified as having SEND is monitored in the following ways:

- the SENDCo provision maps the effectiveness of both human and physical resources throughout the school
- teachers monitor the progress of pupils in relation to their predicted learning outcomes
- the learning support teacher and classroom teachers monitor the progress of pupils with SEND in the classroom and give feedback to the SENDCo
- pupils with statements have annual reviews alongside termly reviews
- pupils with ILP's have termly reviews
- through school reports
- through the school tracking system children who are making inadequate progress can be easily identified.

9. Partnership with Parents/Carers.

The school recognises that parents play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs.

'Parents have a vital role to play in supporting their child's education' (DfES, 2001, para 1:5).

Thus, all Rossmere staff members are committed to good, honest, open and (where possible and appropriate) 'face-to-face communication with parents, treating them as equal partners with expertise in their children's needs'

(Lamb Inquiry: Special Educational Needs and Parental Confidence)

The two-way, on-going dialogue between Rossmere staff and parents is absolutely vital and is achieved in a variety of ways, including:

- informal meetings with teachers;
- formal meetings with teachers –Parental Consultation which is used to discuss progress and review the child's Individual Learning Plan (ILP) in consultation with the child's parent(s)
- informal and formal meetings with the school SENDCo – arranged either at the request of the SENDCo, school staff and/or parents;
- formal review meetings with parents, school staff and any outside agencies involved with the child's education;
- annual school reports;
- Care Co-ordination meetings;
- in the case of a child with a statement or Education, Health and Care Plan the statutory annual review will take place.

Key principles for an Effective Partnership

Rossmere Primary School recognises that partnerships can, in some cases, be challenging, requiring positive attitudes by all, and, in some circumstances, additional support and encouragement will be required for parents. Thus, the school has identified a set of key principles in communicating and working in partnership with parents:

- ensure positive attitudes to parents;
- ensure only user-friendly information and procedures are used and that there is an awareness of support needs;
- make no presumptions about what parents can or cannot do to support their children's learning;
- acknowledge and draw on parental knowledge and expertise in relation to their child;
- focus on the children's strengths as well as areas of additional need;
- recognise the personal and emotional investment of parents and be aware of their feelings;
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers;
- recognise the need for flexibility in the timing and structure of meetings.

10. Outside Agencies

Rossmere Primary School believes that all outside agencies who work with children with SEND should focus on identifying and addressing the needs of children and enabling them to improve their situation through:

- early identification;
- continual engagement with the child and parents;
- focused intervention;
- dissemination of effective approaches and techniques.

The objective should be to provide integrated, high quality, holistic support focused on the needs of the child. Such provision should be based on a shared perspective and should build wherever possible on mutual understanding and agreement. Services should adopt a flexible child-centred approach to service delivery to ensure that the changing needs and priorities of the child and their parents can be met at any given time.

The following external agencies are often working within school:

- Educational Psychologist Service,
- Speech Therapy Service,
- Occupational Therapy Service,
- Child and Adolescent Mental Health Service (CAMHS)
- Hearing and Visually impaired services
- Educational Social Worker (ESW)
- School Nurse
- Barnardo's
- Links with Hartlepool schools

11. Professional development for SEND.

The SENDCo attends termly town wide meetings to update and revise developments in SEND as well as any other training opportunities that arise.

CPD for staff is matched appropriately to the school action plan and through the performance management of teachers and teaching assistants.

12. Policy Review

As part of a one year rolling programme this policy will be reviewed in **Autumn 2018** if not before dependent on new government procedures.

Reviewed by Mrs Paula Hassan