Rossmere Academy

ENRICHING EDUCATION

Special Educational Needs and/or Disability Policy

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1. Introduction

At Rossmere Academy all children are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals and make a successful transition to secondary education.

The Rossmere SEND policy reflects the fundamental principles of the SEND Code of Practice 0 – 25 Years (DfES, 2014) and the Children and Families Act 2014. As a school we use the following documents to support us provide a curriculum for all.

- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

Throughout the policy the following definitions are used.

SEND *- "A pupil has SEN when their learning difficulty or disability calls for special educational provision, namely a provision different from or additional to that normally available to pupils of the same age."*

Learning difficulty- *"a child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

a) has a significantly greater difficulty in learning than the majority of children of the same age; or
b) has 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."

Disability *- "A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities."*

(This definition includes sensory impairments such as those affecting sight or hearing, and long-term health condition such as asthma, diabetes, epilepsy, and cancer.)

At Rossmere Academy, we strive to meet the needs of every child 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 Academy 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 to ensure that all pupils with SEND receive the appropriate support. 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 in Education' 2024)
- 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 Academy will:

- recognise the needs of the individual
- adapt teaching methods to meet the needs of individuals
- adapt the curriculum content so that it is attainable by all
- take consideration of the SEND Code of Practice
- acquire appropriate specialist support when needed
- 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.

3. Roles and Responsibilities

The SENDCo

Mrs Paula Hassan is our SENDCo. She works closely with the Senior Leadership team to oversee the provision for pupils with special educational needs.

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
- 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
- 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, Future Steps, Alliance
- liaise with Nursery and external provisions to ascertain the SEND of incoming pupils
- work closely with the 2 year old children and staff to enable early identification
- represent the interests of pupils with SEND at relevant committees in the school
- ensure effective transition occurs for Year 6 children and any other child that leaves our school to attend another school as well as transitions within school from one year to the next.

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 Learning Plan 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 adaptations 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 adapted
- 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.

The role of the learning coach 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 learning plan
- 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

The Role of the SEN Governor is to:

- help to raise awareness of SEND issues at governing body meetings
- monitor the quality and effectiveness of SEND provision within the school and update the governing body accordingly

4 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)

At Rossmere Academy we believe that early identification is fundamental to supporting our pupils effectively. Class teachers have regular contact with parents and the SENDCO to discuss a child's individual needs.

The class teacher will assess and monitor the children's progress in line with existing school practices. The first response is quality first teaching. Children may then be highlighted to the SENDCO for 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.
Children with Special Educational Needs will be placed on the Send Register. They will then have a One Page Profile which will describe their needs and support needed.

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 form and the child is placed on the SEND register
- write a one page profile which identify strategies and actions to develop the child's individual needs.

SEND Register– Broad Areas of Need

Section 6.25 – 6.32 of the Code of Practice identifies four broad categories of Special Needs:

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

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 known as **SEN Support**, within school those children who receive additional funding from the Local Authority are known as **High Needs SEN support.** Some children may have a statutory assessment, which is called an **Education, Health and Care Plan.**

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.

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.

5 A Graduated approach to SEND Support

Stage	Responsibility	Actions:
Pupil Progress	SLT Class Teacher	Data Analysis Pupil Progress Meetings Identifying barriers to learning Where appropriate intervention implemented.
Pre – registration	SENDCO Class teacher Parents/Carers Pupil	If despite intervention and quality first teaching, the pupil is still not making sufficient progress then further assessments may need to be done. SENDCO will observe the child within class to offer support.
Registration	SENDCO Class teacher Parents/Carers Pupil	Child will be identified as having a Special Educational Need, main area of need will be identified. Child will formally be placed on the SEND register in consultation with parents. A Support Plan will be written with 3 identified targets and a Pupil Passport that reflects the child's needs and the support they need to be successful.
Assess	SENDCO Class teacher Parents/Carers Pupil External Agencies	Assess individual needs based upon: • Teacher assessments and knowledge of the child • Learning support teacher's assessments • Pupil progress, attainment, behaviour • Views of pupil and parents • Advice from external agencies if needed

Plan	SENDCO Class Teacher Learning Coach Parent/Carers Pupil	Class teacher will adapt lessons where needed Targeted intervention will be planned Training to be put in place if needed
Do	SENDCO Class teacher Learning Coach Parent/carers Pupil	Class teacher has the day to day responsibility for working with a child with SEND and will ensure targeted support is appropriate and progress is being made. Support staff to complete intervention programmes. SENDCO/Class teacher to monitor the effectiveness of the intervention programmes and adapt if needed. On-going assessment and tracking of pupils progress is needed.
Review	SENDCO Class Teacher Learning Coach Parent/Carers Pupil External agencies	Review of targets set will occur at least termly. Explore evidence of progress by looking at assessments, data, tests. Explore if the gap is narrowing. Evaluate if intervention has been effective. Consult with outside agencies if needed.
Children with Educational, Health and Care Plans	SENDCO Class Teacher Learning Coach Parent/Carers Pupil	All adults working with a child with an EHCP must read and adhere to the plan. Teachers monitor progress towards agreed outcomes regularly and adjust planning where necessary SENDCo monitors progress of children termly. Annual EHCP meeting

6. Additionally Resourced Provision

Rossmere Academy has an Additionally Resourced Provision (ARP) for children with Social, Emotional and Mental Health needs. Caroline Reed, Headteacher is the lead person for the provision. We have a 6 place provision additionally funded by the local authority. Places are given through Commissioning panel meetings held by the Local Authority. Children who have an ARP place receive a highly specialised educational programme of learning delivered to them in our specialist base. Children are integrated into school life where it is deemed beneficial and appropriate for the individual child. Children receive a high level of support with their personal and educational targets.

Rossmere Academy also has Lion Cubs which is a specialist provision ran by the school, which is for children who are not ready to access National Curriculum. Below are reasons why it may be decided that a place would be suitable.

- Are struggling to communicate (they don't use words yet or follow verbal instructions)
- Are taking longer than usual to be 'ready for school' (they find sitting, listening and participating tricky)
- Have sensory needs that could put them at risk in a busy classroom (they explore by putting things in their mouth or enjoy climbing with no awareness of safety)
- Are struggling to engage with adults or children (they don't respond to their name or to what is happening around them)
- Already have a diagnosis of Autism or Developmental Delay or are undergoing assessment.
- Are on the SEND register and either already have an EHCP (or are in the process of being assessed for an EHCP)

Lion Cubs is led by a SEN teacher and learning coaches to support. The SEN teacher is responsible for the 8 children who access the provision. The SEN teacher will liaise with outside agencies, complete assessments, EHCP applications and reviews. Discussions will be had with the SENDCO frequently.

See SEND Guide for Parents on our website to explain all the different groups we have to support children with significant SEN needs.

7.Outside Agencies

Rossmere Academy pays for an enhanced package of support from:

- Educational Psychology Service
- Future Steps (Occupational therapy service)
- Place 2 Be (Counselling service)

This allows us to meet the diverse needs of our children.

The following external agencies are also often working within school:

- Occupational Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language therapists
- Hearing and Visually impaired services
- Educational Social Worker (ESW)
- Family Support Workers
- School Nurse
- Links with Hartlepool schools
- Alliance

The SENDCo meets on a termly basis with the EP service, Future Steps, Place2Be and Alliance to discuss the current needs of children within the school.

8. 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 closely linked to the school improvement plan and performance management of teachers and teaching assistants. Training is also linked to the needs of children and ensuring that staff are appropriately trained to meet these needs.

9. Policy Review

As part of a one year rolling programme this policy will be reviewed in **Autumn 2027** if not before dependent on new government procedures. Reviewed by Mrs Paula Hassan