

Rickley Park Primary School SEND Policy (September 2018)

This policy should be read in conjunction with the Behaviour Policy, Assessment Policy, Feedback and Marking Policy, Pupil Progress Meeting Overview, Homework Policy and Curriculum Statement.

Approved and adopted by:	Standards and School Improvement Committee
Signed by:	
Date:	September 2018
Date of Review:	September 2019

Reviews and Amendments		
Date	Committee	Amendments
		Named pupil premium lead – Tim bowers/Donna Taylor-Smith
		Added designated safeguarding lead – Donna Taylor-Smith
		Added Learning mentor – Katie Parry and Teresa Tarrier

1. Key Values

We have the same chances. We have the same choices.

We know that everyone has something special to contribute.

We persevere and work hard, not because we are told to but because we want to improve.

We stick together for the good of all.

We look after ourselves, each other and our world by taking responsibility for our actions.

We let everybody talk and have their say.

2. Aims

2.1 As a school we aim to create a happy, safe environment that nurtures and supports all members of our school community which:

- ensures that everyone has the opportunity to excel irrespective of their background;
- sets every child high expectations, and provide appropriate support, so that they reach their full potential;
- prepares children for the next stage of their education and beyond;
- leads to everyone experiencing success, whilst also feeling secure enough to risk failure;

- motivates, inspires and expects all children to strive to improve on their personal best;
- develops passionate and determined life-long learners who understand how to progress, achieve goals and reflect;
- develops working co-operatively;
- develops confident children who are able to articulate their views and reflect on the views of others.
- provides a curriculum that embeds good working habits and develops independence; and
- provides a balanced curriculum which develops a breadth of knowledge and relevant skills for the future.

Rickley Park Primary School Special Educational Needs and Disability (SEND) Policy
(September 2018)

Background to the SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014) Schools SEN information Report

Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (2014)

The National Curriculum in England KS1 and 2 and EYFS Curriculum

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

The policy was developed through consultation with the Senior Leadership Team (SLT), SEN Governor, staff and it was shared with our stakeholders, including parents and families.

3. Key People with responsibility for Inclusion

3.1 At Rickley Park all staff share responsibility for maximising achievement and opportunity for vulnerable learners – all teachers are teachers of pupils with special educational needs.

3.2 People with responsibility for Special Educational Needs and Disability / Inclusion at Rickley Park Primary School are:

- Special Educational Needs and Disability Leader (SENDCo) (Year F to Year 6) – Kat Rand
- Pupil Premium – Tim Bowers / Donna Taylor Smith
- EAL Co-ordinator – Pam Ridley
- Designated Teacher for Looked After Children – Emily Bull
- Teachers Responsible for Safeguarding – Allison Collis, Donna Taylor-Smith, Nicole Miller and Gabriella Rossi
- Learning Mentors – Gabriella Rossi, Katie Parry and Teresa Tarrier
- Special Educational Needs and Disability Governor: Charlotte Whitley

3.3 The SENDCo is a member of the Senior Leadership Team and is currently carrying out a Postgraduate Certificate in Special Educational Needs Coordination through the University of Northampton (Ref: Role of the SENCO in Schools SEND Code of Practice, 6.89)

4. School Aims

4.1 As a school we aim to create a happy, safe environment that nurtures and supports all members of our school community which:

- ensures that everyone has the opportunity to excel irrespective of their background;
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- prepares children for the next stage of their education and beyond;
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- provides a curriculum that embeds good working habits and develops independence; and
- provides a balanced curriculum which develops a breadth of knowledge and relevant skills for the future.

5. Specific Aims/Objectives of this

Policy 5.1 The specific aims of this policy are underpinned by our high expectations for all children. Therefore the purpose of this policy is to:

- ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils
- ensure staff awareness of SEND and develop high level of staff expertise to meet pupil need through targeted CPD.
- ensure high level of participation from parents, carers and pupils.
- maintain professional productive partnerships with outside agencies, and the Local Authority (LA), to develop multi agency approaches where required.
- involve the pupil wherever possible in the planning and target setting of his/her programme of work.

6. Identifying Special Educational Needs

6.1 A pupil has SEN where their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age (Code of Practice, 2014). For additional information about Quality First Teaching at Rickley Park see T&L Policy Sections 3 and 4.

6.2 As stated in the Code of Practice there are now 4 main areas of need

- Communication and Interaction – this includes children with speech and language disorders as well as children with social communication difficulties (ASD)
- Cognition and Learning – this could include children who have moderate, specific or profound learning difficulties e.g. dyslexia, dyspraxia etc.
- Social, emotional and mental health difficulties – this could include children who may have difficulties with attachment disorders, hyperactivity or lack of concentration.
- Sensory and/or physical needs – this could include children with hearing or visual impairments.

6.3 These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category as some children may have needs that cover several categories. It is also recognised that children under the same broad heading are likely to have a very diverse range of needs and a “one size fits all” response by the school will not be effective.

6.4 Below is a list of additional considerations that are not SEN categories but may have an impact upon progress and attainment.

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Children entitled to Pupil Premium Funding
- Currently Looked After Children
- Being a child of a serviceman/woman

6.5 From September 2014 behaviour is no longer classified as a type of SEN but could be a response to an underlying need.

6.6 Class teachers, monitored by the Senior Leadership Team, undertake regular assessments of all children (see Assessment Policy, January 2016). Children will be identified who are:

- making significantly slower progress than their peers starting from the same baseline;
- failing to match or better their previous rate of progress; and
- failing to close the attainment gap between themselves and their peers.

6.7 Slow progress and low attainment are not automatic indicators of SEND. For example, children who have English as an Additional Language (EAL) may require particular care and assessment, as difficulties that could present as SEN may initially be as result of limitation of language development.

6.8 Following the identification of less than expected progress, or additional needs, the initial response will be to make any modifications to our Quality First Teaching (as outlined in the Teaching and Learning Policy and agreed through Pupil Progress Meetings). Alongside this the class teacher, supported by the SENDCo, will begin the gathering of evidence while ascertaining if the child has SEN. The school will use the FACT document to assess children and complete at least one cycle of plan, do, review provision in conjunction with a short burst of closing the gap intervention prior to Children being put on the school’s SEN support register.

6.9 If a child is identified as having SEN they will be recorded as “SEN Support” on the school system following discussion with parents and a signed consent form. For additional information see School Local Offer.

7. Graduated Response to SEN Support

This section identifies how we identify and manage the needs of children with SEN

“Special educational provision is underpinned by high quality teaching and is compromised by anything less.” (COP 2014 1.25)

“All pupils should have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to

address potential areas of difficulty and to remove barriers to pupil achievement.” (COP 2014 6.12)

7.1 As outlined in the school’s Teaching and Learning Policy (November 2015), Quality First Teaching is paramount to ensure we fulfil this aim for our children.

7.2 In the first instance class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching and support learning assistants.

7.3 At Rickley Park we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

7.4 If a child is identified as having SEN, a discussion must take place with parents or carers before the child can be placed on the school register. Following on from this discussion the area of need for the child will be identified, targets/outcomes will be developed, where possible with the child. A class teacher will prepare these targets/outcomes on a Pupil Profile (Appendix 1 & 2) and this will be signed by a parent/carers.

7.5 The Pupil Profile will identify provision that is additional to or different from the provision as part of our usual differentiated curriculum. In addition it will identify ways in which the pupil thinks he/she could be supported within the classroom.

7.6 These additional targets and provision will be recorded on a whole school provision map (Appendix2) and the targets will be regularly reviewed and shared with parents/carers and children.

7.7 For children who have a higher level of need we may work with additional specialists including:

- Specialist teachers
- Educational Psychologists
- Speech and Language therapists
- Paediatricians
- Physiotherapists
- Occupational therapists
- CAMHS
- Social Workers
- Child Disability team
- School Nursing team
- GPs

7.8 For an additional list of providers refer to school Local Offer. Parents/carers will be informed if additional specialists are involved with their child. The class teacher, in the first instance will discuss additional needs and possible referral. The SENDCo / Additional Needs Administration Assistant will contact the parent to aid completion of the referral form and request parent/guardian signature.

8. Managing Pupils on the SEN Register

8.1 There is now a single category of support, SEN SUPPORT (COP 2014). Some children may require a higher level of support and will have an Education Health Care Plan (EHCP).

8.2 Pupil Records are going to be used to assess, plan, deliver and record provision in addition to the provision map for children who have or require an EHCP.

8.3 The Pupil record will identify needs outcomes/targets, time frame, level of support and who will provide it, as well as where possible relevant entry/ exit data. The class teacher is responsible for evidencing progress according to the outcomes described in the plan and holds the accountability.

- The teacher is responsible to keep the plan up-to-date and can consult with the SENDCo at any time.
- It is to be reviewed termly with parent or carer and may draw on external specialist advice where required.
- The level of provision decided is in line with the provision stated in the school SEN report which is also on the school website.
- If we identify that we are unable to fully meet the needs of a pupil through our own provision arrangements then evidence will need to be provided from internal and external expertise to support this.
- The process for engaging additional support and engaging specialist services is via the SENDCo. Parents/carers have a responsibility to inform school of involvement of outside agencies that may be supporting their child.
- If the school identifies that additional funding and support are needed from the LA High Needs Block then a costed provision map specific to the child and any professional reports already generated will be sent to the LA to request additional funding.
- If a child requires referral for high needs funding/EHCP meetings will take place to complete paperwork and ascertain parents/carers views.
- Referral documentation needs to be completed in line with the Milton Keynes Council proforma.
- If a child holds an EHCP an annual review will take place. Parents/children/external specialists and class teachers will prepare reports prior to the meeting. Notes and amendments to paperwork will be sent to the Local Authority. If a child is experiencing a period of difficulty or there is a serious change in circumstances an interim review may need to be held.

8.4 Pupils and parents are involved in this process and parental consent is required along with the voice of the child and parental responses.

9. Criteria for Exiting the SEN Register

9.1 If the needs of child are met and they have achieved age related expectations a meeting will be held with parents/carers. The recommendation may be for the child to exit the SEN register. Parents/carers will be required to sign a form to demonstrate consent. The child's progress will continue to be monitored and all paperwork will be kept in school until the child leaves.

10. Supporting Pupils and Families

10.1 The support for pupils and families is outlined in the following places:

- The LA local offer (Regulation 53, Part 4) is published on the LA website.
- The school local offer is published on the school website
- The school SEN report is published on the school website
- Admission arrangements are on the school and LA website
- SEN children who require additional access arrangements will be identified and discussed by SLT, assessment co-ordinator and SENDCo.

- Transition between classes and Key Stages is of paramount importance and will be discussed and managed by the class teacher, Key stage leaders, SLT and SENDCo dependent on level of need and requirements.
- The school policy for the management of medical conditions is on the school website.

11. Supporting Pupils with Medical Conditions

11.1 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.

11.2 Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

11.3 Arrangements are place in school to support pupils at school with medical conditions and the details of the school's policy for supporting pupils with medical conditions are on the schools website.

12. Monitoring and Evaluation of SEND

12.1 Children will regularly be assessed both on-going informal assessment and formal assessment in reading, writing and maths. Children will be assessed using progress across a year or key stage and this will be compared to expected attainment for the year group. Additional assessments may be completed for more specific needs e.g. fine/ gross motor skills or Speech and Language. As part of Pupil Progress Meetings (See Assessment Policy January 2016) children requiring additional support will be discussed and additional interventions where appropriate put in place. These interventions will be monitored and reviewed (Appendix 4) in the first instance by the lead professional. Entry and exit data will be reviewed mid cycle.

12.2 For children with higher level additional needs e.g. EHCP they will have a Pupil Profile. This will identify specific outcomes for the child in line with those outcomes identified upon an EHC plan. These outcomes will be addressed initially through QFT but may require additional input relating to speech and language or social skills. In the first instance teachers will be responsible for identifying and reviewing in consultation with the parent these outcomes. The SENDCo will advise/support with further assessment as and when required.

12.3 Where a child has a Pupil Profile these will be reviewed termly by the class teacher and shared with the parent and pupil, where appropriate. Parents will be requested to sign these termly at parents' consultations. Attendance for specific children may also be discussed during these meetings.

12.4 For children with an EHCP or Statement annual reviews will take place to review outcomes, specialist involvement, progress and attainment. A meeting will be held once every twelve months with all professionals involved and parents. Additionally, if a pupil is transferring or is a cause for concern a LA SEN caseworker officer may be requested to join/lead a meeting. In the rare cases that circumstances change for a particular pupil an Interim Review meeting may be organised.

12.5 SEN data reports will be produced termly by the SENDCo. These reports will look at progress and attainment in reading, writing and maths. Progress and attainment for SEN children will be compared to progress and attainment for children in the same year group without SEN. A termly summary report will be written and areas for development identified.

The report will be shared with SLT and the SEN Governor. The SENDCo will be responsible for monitoring the impact of any actions over the term. Governors on the School Improvement Committee have access to information on SEN cohort progress.

13. Training and Resources

13.1 Additional funding for specific children or equipment (Higher Level Needs Funding) is requested by the SENDCo according to Individual needs

13.2 Additional training needs may be identified and planned for, for individual teachers with children with specific needs e.g. Hearing/visually impairment training or ASD. The LA provides list of training opportunities during the year relating to SEN requirements for schools. The inclusion team will identify staff who may benefit from additional training in specific areas.

13.3 Each class teacher has classroom checklists provided by the LA for a range of needs for pupils. Class teachers are responsible for maintaining and monitoring appropriate classroom resources using these in the first instance.

13.4 Once training has been attended/completed staff need to complete a course evaluation form and share resources pertinent to the whole school. A file is held in the main office for this purpose.

13.3 The SENDCo attends LA SENCo meetings to keep up to date with local and national updates in SEND. In the first instance this information will be shared with the Inclusion Team and disseminated as required.

14. Roles and Responsibilities

14.1 At Rickley Park Primary School all teachers will:

- Accurately assess pupils on a regular basis to ensure that learning and targets are appropriately pitched (see Assessment Policy)
- Meet the needs of all pupils through high quality teaching and learning (see 3.3)
- Plan to meet the needs of the learners, building on prior attainment
- Have a working knowledge of the school SEND policy
- Provide quality feedback (see Feedback and Marking Policy)
- Liaise effectively with support staff
- Work in partnership with parents to support learning
- Feedback to parents. This may be through – home/school books, informal meetings, discussion for pupil profiles or records or annual reviews (including Parents' Evenings and End of year Reports)
- Produce reports for Annual Reviews and referrals as required
- Complete and maintain Pupil Profiles as required
- File relevant paperwork in class files maintaining confidentiality

14.2 At Rickley Park Primary School all teaching and learning support assistants will:

- Meet the needs of all pupils through high quality teaching and learning
- Have knowledge of children's needs targets and outcomes particularly when working with 1:1 children
- Work with teachers to ensure pupils make progress and achieve learning objectives
- Have knowledge of the school SEND policy

- When working with groups/individual children have awareness of Pupil Profiles/Pupil Records or behaviour plans
- Liaise with teachers regarding concerns
- Feedback to teachers through intervention plans and monitoring sheets
- Maintain confidentiality and appropriately professional relationships with parents.

14.3 At Rickley Park Primary School the SENDCo will:

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- analysis of whole-school provision map for SEN learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6
- monitoring the school's system for ensuring that Pupil Profiles where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO meetings and training as appropriate.
- liaising with the school's Inclusion Governor and Inclusion leader, keeping them informed of current issues regarding provision for SEN learners, (nationally, locally and within school)
- liaising closely with a range of outside agencies to support SEN learners
- Monitor and evaluate the implementation of the Learning and Teaching policy. This could include work scrutiny, planning scrutiny, lesson observations, pupil interviews
- Identify actions from monitoring and feedback to SLT
- Provide a subject action plan (incorporating aims, priorities, targets and actions) on an annual basis. The priorities in this plan will be linked directly to achieving the aims set out in the School Improvement Plan and School Vision.

14.4 At Rickley Park Primary School all senior leaders will:

- Challenge and support colleagues to improve learning and teaching
- Provide all staff with appropriate Professional development that links with School Improvement Plan priorities
- Hold Pupil Progress Meetings

14.5 At Rickley Park Primary School all parents will:

- Support children with homework and targets (See Homework Policy)
- Attend parents' evenings
- Attend Curriculum workshops and make use of Parental Advice booklets
- Work in partnership with teachers to support learning this may be through taking children to additional medical visits e.g. hearing/vision. Support school by keeping them informed of changes to medical needs. Support additional learning activities as advised by class teachers. Complete home/school books as required
- Attend meetings in school as required.
- Inform school of meetings/involvement of external specialists and medical changes pertinent to a child's particular needs.

14.6 At Rickley Park Primary School the governors will:

- Have a designated School Improvement Committee which focuses on Teaching, Learning and Standards.
- Have a designated SEN governor who will meet termly with the SENDCo to discuss termly assessment report, feedback to governor meetings about developments in SEN, school requirements.
- Have a knowledge of the new SEN Code of Practice (2014)
- Monitor that SEN children where possible have access to additional clubs and trips
- Visit the school to monitor the policy in practice and to attend curriculum evenings (where possible).
- Receive regular reports areas of strength, and areas for development, from the school leadership on a regular basis.
- School building complies with Disability Regulations.
- Deal with complaints from parents arising from SEN issues.

15. Storing Information

15.1 SENDCo will prepare class folders for each class which will include past information on the SEND children in their class. Class teachers will have responsibility for filing paperwork on children in their class and returning the file to the SENDCo at the end of the academic year.

15.2 SENDCo will maintain copies of paperwork in individual files for external specialists. These files will be transferred to new schools.

15.3 For additional information see the Freedom of Information Policy (June 2014) and Data Protection Policy (June 2014)

16. Complaints

16.1 The school has a clear and concise policy for dealing with complaints. This can be viewed on the School Website or made available upon request.

Policy Adapted: September 2018 Policy Review Date: September 2019