



Rounds Green Primary School

Special Educational Needs and/or Disabilities Policy 2016

SENCO: K. Wood

(National Award for Special Educational Needs Coordination)

Equal Opportunities

At Rounds Green Primary School, we recognise that every child is an individual with particular needs and abilities. Here 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 are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs or abilities. Every teacher is a teacher of every child or young person including those with SEN.

Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Need Code of Practice 0-25 Guidance (2014).

The aims of this policy are:

- 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 SEN;
- to request, monitor and respond to parents/carers and pupils views in order to develop high levels of confidence and partnership;
- 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;
- through reasonable adjustments to enable children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships and with Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Definition of Special Educational Needs

A child is considered to have special educational needs if he or she has a learning or behaviour difficulty, which calls for special educational provision to be made for them. At Rounds Green Primary School a child is considered to have a special educational need if he or she:

- a) Has significantly greater difficulty in learning than the majority of pupils of the same age.
- b) Has significantly greater difficulty in behaving than the majority of the same age.
- c) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for pupils of the same age.

A child will not be regarded as having learning difficulties solely because of their home language or if the home language is different from the language in which they are taught.

When we have considered the needs of the whole child, we use our best endeavours 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 SEND Code of Practice; 0 – 25 (September 2014). i.e.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Code of Practice 2014

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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 conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. Within school, pupils with SEND are identified on the school SEND overview so that provision to meet their needs can be routinely planned for.

As children progress, they may be taken off the SEND overview when their needs no longer require special educational provision. There are other factors which could impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of serviceman/woman

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established. If the child already has an identified special educational need, this information may be transferred and the class teacher and SENCO will use this information to develop and deliver an appropriate curriculum.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This might lead to the conclusion that the pupil requires help **over and above** that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- 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.

A Graduated Approach to SEN Support

Quality First Teaching

At Rounds Green Primary School, all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and senior leadership team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

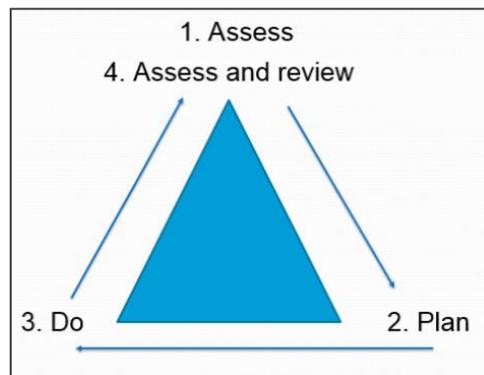
SEN Support

Some children need educational provision that is additional to or different from that made generally for other children.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND overview. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and facilitate progress from individual starting points.

The support provided by the school consists of a four part cycle:

- Assess • Plan • Do • Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions and strategies which are the most effective in supporting the pupil to achieve. This cycle will be implemented in consultation with parents and pupils on a termly basis.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

Where external support services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher and parents to agree the provision, adjustments, interventions and support that are required; the impact on progress and development that is expected and a clear date for review. Parental involvement within this is vital to reinforce learning and contribute to progress.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in consultation with the parents and pupil will revise the targets and provision based on the pupil's previous progress and development.

Referral for EHCP

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the school or parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Any other external services working with the child

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an ECHP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

It is a new way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

Supporting Pupils and Families

Partnership plays a key role in enabling children and young people with SEN 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 and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents informed and involved. 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 have regular meetings each term 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.

Admission and Inclusion Arrangements

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities and their ability to learn. The admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the current admissions criteria as laid down in the Sandwell LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs/EHCP must do so through the Sandwell's Inclusion Support Team, who will arrange the appropriate consultation with the school's governing body regarding admission.

Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which may be used include:

- School Nurse
- Speech and Language
- Occupational Therapist
- Physiotherapist
- Educational Psychologist
- Vision and Hearing Support
- Specialist support from the Autism team
- Paediatricians – accessed via school nurse or GPs
- Child and Adolescent Mental Health Services (CAMHS) – accessed through GP

- Special Education Needs Advisory team
- Behaviour support team, including PPE
- The Primrose Centre (PRU)
- West Bromwich Albion Foundation
- Whiteheath Education Centre

Referrals to these services will be made by the SENCO in discussion with class teachers and will always be shared and agreed with parents/carers.

Transition

Inter-School/Nursery to School Transfers

Records are received from previous schools/year group and passed to class teachers and the SENCO. Where appropriate, further meetings between and home may take place and an enhanced transition may be arranged.

Transfer to Secondary School

The class teachers in Year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases the SENCO meets with Secondary SENCO's to discuss the Special Educational Needs of children individual children moving to Year 7. All records are passed onto Secondary SENCO's. Where appropriate, further meetings between and home may take place and an enhanced transition may be arranged.

Supporting pupils with medical conditions

The school recognises that pupils at school with medical conditions should be fully 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 may also have SEN and may have a statement, or EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Training & Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses, including Sandwell's SENCO network meetings, in order to keep up to date with Local and National updates in SEND. We recognise the need to train all our staff on SEND issues, the SENCO and the senior leadership team, ensure that training opportunities are matched to school development priorities.

Roles & Responsibilities

The role of the governing body

The governing body 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 body 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 body reviews this policy annually and considers amendments in light of the annual review findings. A member of the governing body also takes a special interest in SEND, although the governing body as a whole is responsible for making provision for pupils with special educational needs.

Day to day responsibility for SEND

SEND across Rounds Green Primary School is led by the SENCO. The SENCO co-ordinates provision for pupils with SEND and liaise with parents, staff and external agencies as required.

Teachers

Class teachers have the responsible for the educational provision in place within the classroom for those learners with SEND. They are responsible for engaging parents in the assess-plan-do-review on a termly basis. Intervention teachers work alongside class teachers, under the direction of the Year Team Leader. Their work may involve supporting children with special educational needs within class, or in small intervention groups outside of the normal classroom timetables.

Teaching Assistants (TAs)

Our TAs work mainly within class supporting identified children. This enables us to offer small group support to those children with higher levels of need at SEN Support. Their work is carried out under the direction of the class teacher, SENCO and/or external agencies. This may also involve working with children in intervention groups outside of normal classroom timetables. Our TAs also provide support for children with social and emotional difficulties. They provide a safe and secure environment for children to talk to an adult, particularly for those children who have low self-esteem, poor social skills or feel differently from their peers.

Some of our TAs provide 1:1 support to children with Statements of Special Educational Need. This can include support in the classroom through 1:1, small group and whole class work. They plan with the class teacher, SENCO and/or external agencies to support the child's targets and record their work. Support is tailored to suit the individual needs of the child as identified within their statement/ECHP.

Accessibility

The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the class teacher, in the first instance, which will be able to give advice on formal procedures for complaint.

Bullying

The school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners.

Further Information

Sandwell's Local offer: www.sandwell.gov.uk/send

Rounds Green Primary School's SEN Information Report:
www.roundsgreen.sandwell.sch.uk/our_school/send/index.1.

Policy Review – annually