



# Rounds Green Primary School

## Special Educational Needs and/or Disabilities Policy

<b>Policy Tracker – Responsibility for monitoring this policy:</b> <b>Helen Heap/George Craig</b> (Reviewed Annually or in response to changes in legislation or SSCB operating procedures)		
<b>Reviewed By:</b>	<b>Role</b>	<b>Date Approved by the Governing Board</b>
<b>H Heap/G Craig</b>	<b>Headteacher/CoG</b>	<b>17/11/17</b>

### **Key people relating to this policy:**

**Headteacher:** Helen Heap

**SENCO:** Karen Wood (National Award for Special Educational Needs Coordination)

**Governor with SEND responsibility:** George Craig

**Designated teacher with specific safeguarding responsibility:** Helen Heap

**Designated teacher for Looked After Children:** Karen Wood

### **All teaching and support staff**

#### **Mission Statement**

At Rounds Green we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities.

Our educational aims for children with special educational needs and/or disability (SEND) are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during their school career. We believe that every teacher is a teacher of every child, including those with SEND.

#### **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 SEND.

#### **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/her peers from widening;
- Closes the attainment gap between the child and his/her 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.

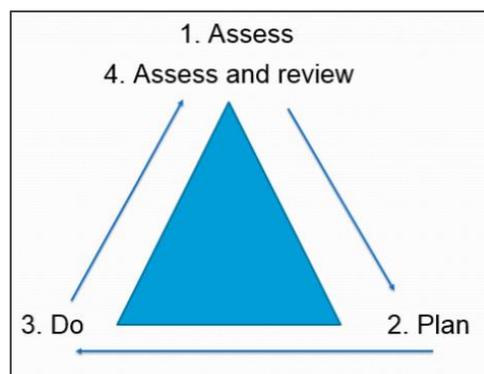
## SEN Support

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 an Education, Health and Care Plan (EHP)**

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 agencies 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.

Further information about ECHP can found via the SEND Local Offer:

<https://www.sandwell.gov.uk/send>

or by contacting Sandwell Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) on:

0121 551 1821

Email: [SENDIASSEnquiries@actionforchildren.org.uk](mailto:SENDIASSEnquiries@actionforchildren.org.uk)

Following Statutory Assessment, an EHCP will be provided by the relevant local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

### **Arrangements for coordinating SEND provision**

All staff can access:

- SEND Policy
- A copy of the full SEND overview
- Guidance on identification of SEND in the Code of Practice
- Documentation linked to the Assess-Plan-Do-Review cycle for individual pupils
- Historical documentation relating to individual pupils
- Historical progress data relating to individual pupils
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Sandwell's SEND Local Offer

In addition, careful transition plans are put in place for children with SEND so that receiving staff have full knowledge and understanding of the child's needs.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

### **Admission and Inclusion Arrangements Mission Statement**

At Rounds Green we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities.

Our educational aims for children with special educational needs and/or disability (SEND) are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during their school career. We believe that every teacher is a teacher of every child, including those with SEND.

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompanies 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 an EHCP must do so through the local authority SEN Team, who will arrange the appropriate consultation with Rounds Green 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. Agencies and services which the school **may** draw upon includes:

- 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 SENCOs to discuss the Special Educational Needs of individual children moving to Year 7. All records are passed onto Secondary SENCOs. Where appropriate, further meetings between school 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.

### **ECHP Support Teaching Assistants**

TA's work with children with education, health and care plans to support them 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 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 to speak to a member of staff can be made *in line* with the school Complaints Policy.

### **Bullying**

Rounds Green takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. The school has a comprehensive Anti-Bullying policy available to staff and parents.

**This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2014 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).**

**This policy has been written with reference to the following guidance and documents:**

- **Equality Act 2010; Advice for Schools (February 2013)**
- **Schools SEN information report regulations (2014)**

**Signed (Head teacher)..... Date.....**

**Signed (SEND Governing Board Representative)..... Date.....**

**Signed (SENCO)..... Date.....**