

Special Educational Needs and Disabilities (SEND) Policy



Audience: Staff/Governors/Public

Frequency of Review: Annually

Date: April 2023

Postholder responsible for Review: SENCO

The Name of the SENCo: Miss Helen Crawford

Lead TA with responsibility for inclusion: Mrs Paulette Carlisle

The name of the Governor with special responsibility for SEND: Adazee Bradshaw

Aims and Objectives

The policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEN Code of Practice 0 – 25 July 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Child Protection Policy
- Teachers Standards 2012

It makes clear;

- How we identify and assess children with SEND as early as possible.
- How procedures for identifying children with SEND are known and understood by everyone.
- We aim to meet the needs of all learners including through differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND.
- Records relating to SEND, which are clear, accurate and up to date, follow the child through the school.
- We raise staff awareness of and expertise with SEND through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and each child's learning and achievements are maximised at every stage of their primary school career.
- There is adequate resourcing for SEND.

Definition

- **What is Special Educational Need?**
- **What is disability?**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

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 children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition." C of P 2014

Robin Hood Primary School is a mainstream school.

At Robin Hood Primary School we believe that all pupils should be encouraged to aim high, to excel and, in many cases, to exceed expectations. We aim to include all children in all activities of the school whatever special educational needs or disabilities they have.

We aim to find ways to overcome any difficulties caused by the physical environments, school routines and rules or methods of teaching. We refer to these difficulties as barriers to learning. It is the duty of every teacher to be alert to special needs and the duty of the school to provide help and support for the teacher and child when such needs are identified.

All staff have regard to The Code of Practice for Special Educational Needs. The school has a Special Needs Co-ordinator, referred to as the SENCO.

If you require further information about the provision for SEND in the school please talk to the class teacher of your child or contact the Special Educational Needs Co-ordinator (SENCO)

Identification and Assessment of SEND

- ***How does the school know if children/young people need help?***
- ***What should I do if I think my child has special educational needs?***

On entry to school, the parent has the opportunity to discuss any concerns they may have and share concerns about SEND. Once a teacher gets to know a new child they will alert the SENCO if there are concerns about progress and development and the process of working with parents and supporters will begin. Always let us know if you have any concerns about additional needs your child may have. You can ask at reception to speak to the SENCO or speak directly to the class teacher.

Methods of Identification Include;

- Listening to parents and giving them the opportunity at an early stage to express their worries.
- In the case of younger children: liaison with health visitors; observation and discussion with parent at the pre-nursery sessions.
- Liaison with the previous school or early years setting to clarify degree of learning difficulty before child is admitted.
- Where necessary, Multi Agency Team Around the Child meeting before admission
- Administration of assessments to determine whether the child has basic skills in spoken language, understanding, reading and writing.
- Observation in first few weeks of the interaction with others that the child displays and the readiness with which the child responds to instructions or suggestions
- Observation of the degree of well-being the child is experiencing within the day's demands.

Methods of Assessment Include;

- Baseline assessments
- Foundation stage profiles
- KS1 SATs results.
- Reading assessments.
- Sessions of play, conversation, tasks etc. given on a one-to-one or group basis.
- Detailed Literacy Assessments.
- Special sessions for the purpose of assessment by TA, Inclusive Education Service, Speech Therapist, Educational Psychologist, Behaviour Support Service, including observations.

Pupils with SEND have their progress regularly reviewed. Parents and pupils are included in a formal review every term, where pupil, teacher, SENCO, parent and any external advisor involved can pool ideas and plan further actions.

Provision

- *How will the school staff support my child and how will the curriculum be matched to their needs?*
- *How will the school support me to support my child's learning?*
- *How is the decision made about the type and level of support provided to my child?*

The universal offer for all pupils is that there will be quality teaching, using a range of methods and teaching styles to accommodate all learners, regardless of their ability. All pupils will be encouraged and supported to aim high and then to excel and exceed and be proud of their learning. There will be due consideration for the pastoral and emotional needs of pupils as their well-being is an important factor in their success at school.

All staff at the school understand that, whilst we must always have high standards and expect children to do their best, we must also recognise that we must match what we expect of children with what they are able to do.

If a child is not making expected progress, the assessment coordinator and class teacher will consider ways of providing additional support within the classroom or as additional sessions to help with a specific area. These additional interventions are part of the school's response to the many pupils who, at some time, may dip below the expectation for progress.

Provision maps are used to show the amount and frequency of interventions for a pupil. This is a type of timetable and will be shared with parents at Learner Reviews.

All year groups have teaching assistants to provide support where individual need arises and for planned interventions to raise attainment.

There is a range of interventions available to support pupils with literacy, maths, social and emotional needs. These interventions can be provided by a teacher or teaching assistant with a specialism in a particular area of learning. They may be supported in a small group or individually, inside or out of the classroom.

Sometimes adaptations will be made to the learning environment or the position of a pupil in a classroom, in order to support learning.

Special Provision

The school has additional provision for pupils who require a specialised or bespoke curriculum to support their progress.

- The Hayroom – Enhanced provision for pupils working within the engagement model.
- The Hub – Flexible grouping for pupils who benefit from a bespoke English and maths curriculum. Base for nurture support.

These can be accessed for short periods with a view to reintegration in full time classes or for a fixed period each week until no longer needed.

The decision making process and planning for interventions are made by the senior management team including the assessment coordinator, SENCO and class teachers. Only interventions with proven effectiveness are used.

Where a pupil has needs which cannot be met by the school's own support systems as outlined above, then further advice may be needed.

The **assess, plan, do and review** (APDR) process will begin, whereby the parent, child, SENCO and teacher will work together to seek ways to overcome barriers to learning.

This may involve outside agencies, who can be called in to offer advice to school and to families, to ensure that the pupil is supported to learn with a tailored support package in order to make the best progress possible.

Some individual support packages will be provided by specialists such as Speech Therapists, Physiotherapists, Behaviour Support Team Practitioners, Autism Team specialists or an Educational Psychologist. These are managed and coordinated by the SENCO.

The child's learning log gives information about ways of supporting your child at home. Parents are given support and ideas for helping their child with areas they find difficult. The SENCO is always available to give more personalised advice and will formally meet each term with the child and their family to find the best way forward with support for learning.

At any time the parent can request a meeting with the teacher, the SENCO or other member of staff in order to be supported in helping their child.

Effectiveness of SEN Provision

- ***How will the school know how well my child is doing?***
- ***How will I know how well my child is doing?***
- ***How will the school know that what they are providing is helping my child make progress?***

All children are assessed formally at the end of each term and, more frequently, as work is marked and understanding is established through questioning in class.

All teachers have termly meetings with the assessment coordinator so that individual pupil progress can be reviewed.

Pupils receiving SEN support will have a formal review with the SENCO and the class teacher each term. Progress will be discussed and the views of the pupil will be asked for and the parents will be consulted and involved in the future planned interventions.

The parent and pupil play an important role in the process and their views are important in future planning.

The interventions provided to support pupils in groups and as individuals are reviewed regularly. Pupils are assessed at the end of an intervention and their results are considered when class teachers meet with the assessment coordinator to review progress and attainment of all their pupils. Where progress is not evident, an intervention will be stopped and may be replaced with something different in consultation with the SENCO. In cases where a pupil has made no progress external advice would be sought.

Social and emotional well-being

- ***What support will be available for my child's overall well-being?***

Sometimes a child may fail to succeed at school for reasons not always obvious but which could be related to their emotions. This may be because of a number of different reasons. The school has a nurture team with responsibility for the day to day wellbeing of all pupils but particularly those who may be vulnerable because of a special educational need or because they are experiencing difficult circumstances.

The nurture team provide therapy sessions, small group activities, in class support and encouragement, morning meet and greet and, where appropriate, alternative lunchtime provision for pupils who find social times a challenge.

Advice on general well-being can be had from the SENCO or members of the nurture team on request. A meeting with the school nurse can also be arranged on request.

The school works closely with the School Nursing Service to support with care-plans, where special medical provision is required, and to support families with other medical issues affecting their child.

If medication needs to be administered on medical advice, an arrangement can be made with the school reception.

Some pupils require support with personal care. There are facilities available in school for this to be done with respect and dignity and, where possible, always using the same member of staff, who has a good relationship with the pupil. This practitioner will have daily contact with the parent.

Safeguarding

The school is continually dedicated to ensuring the safety and well-being of all its pupils. A high ratio of staff to pupils is always visible and available at unstructured times. All staff are trained annually in safeguarding procedures in line with Keeping Children Safe In Education (2018) and are particularly mindful that they must be

“particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs “ (KCSIE 2018)

Staff are fully conversant with their responsibilities to report all concerns immediately to the safeguarding team.

School takes all allegations of bullying very seriously and endeavours to work closely with parents over time to ensure concerns are dealt with quickly and effectively. The school has a clear anti-bullying policy and is aware that particular care needs to be taken in hearing the wishes and feelings of a pupil with SEND.

- ***What extra- curricular activities are available for my child? How will they be included in activities outside the classroom, including school trips?***

A wide range of extra-curricular activities are provided. These vary from year to year but generally include: In Harmony activities, including concerts; gardening, and a range of sporting activities including football, handball, dance, dodgeball, basketball and athletics.

No child will be excluded from extra-curricular activities planned for their class or the whole school because of a special educational need or disability. If additional support is needed to ensure their safety or well-being it will be provided.

Training in SEND

- ***What training have the staff working with pupils with SEND received? What training is planned?***

All staff are trained by the SENCO in their up to date knowledge of current SEND good practice.

Courses for more specialist subjects are available on request to all staff.

Part of the role of the SENCO is to train and advise staff in areas where they may need support. This comes in the form of regular continuous professional development through INSET and as part of the weekly staff meeting agenda. It can also be in the form of individual tailored support and advice based in the classroom.

- ***What specialist services and expertise are available in school/accessed by school?***

The SENCO liaises with external support agencies for advice and support, where necessary. These agencies include the School Nursing Service, local GPs, paediatricians, the Educational Psychology Service, the Speech Therapy Service, the Education Welfare Service, the Inclusive Education Service, Behaviour Support Services, Social Services and the Local Authority, which can provide additional funding or sessions from specialist teachers whose expertise can benefit the school, particularly in the area of individual education planning.

Accessibility

- ***How accessible is the school – indoors and out?***

The school has a disability access plan, and an evacuation plan for all pupils with disability in case of emergency. Both are available on request.

There is a lift to access all levels inside the building and level access or ramps in all other areas. There are 3 disabled toilets and a hygiene suite with hoist in the main building.

Disabled parking is available in the car park.

Involvement of Parents

- ***Who should I contact if I have any questions or concerns***

Any further information is available from the school reception. If you have any concerns or questions that cannot be answered by reception staff please ask to speak to the SENCO.

The SENCO will be able to advise parents on actions to take if they have concerns about their child's learning difficulties. Where there is a significant need, pupil will be allocated a key worker who will be the main contact and support for the parent.

Class teachers are always available at the end of the day on dismissing pupils.

Questions and comments can be put into the learning log for the teacher to see.

A home-school diary can sometimes be kept, where the teacher and parent can share information. This is particularly useful where the pupil is very young or has a communication and language difficulty.

Involvement of Pupils

- ***What opportunities are there for my child to discuss how well they are doing?***

Once a term a familiar adult will work with the pupil to gain their views, which will be recorded and used as their own contribution to the review process. Through this process the pupil will be able to discuss things that are not working well for them.

Children will be informed by their teacher when their learning is improving and will be given purposeful feedback when their learning is not progressing to help them to move learning forward and experience success.

This feedback process happens in pupil's books each time a piece of work is completed. This process also gives the pupil the opportunity to ask questions or discuss their progress

With pupils who have behavioural, emotional or mental health needs, regular meetings with senior staff and the nurture team will enable this two-way dialogue.

Termly reviews with families and staff also include the pupil to ensure their full participation in their learning and progress plans.

Transition

- ***How will the school support the transition of my child on admission to the school, moving on to the next class or key stage and in preparation for the new school or setting including adulthood?***

As well as the school's annual programme of visits to the new school or class to meet staff and dispel any worries, pupils with additional needs will often have a further visit or more if necessary, either in a small group with a teaching assistant or individually, depending on their level of need.

At Robin Hood Primary School all staff meet before transition, to discuss the new class with their previous teacher. Here any particular additional needs will be highlighted and key information about learning and progress, friendships and interests will be passed on. The children have their lessons in their new class for an induction week in the summer term to get to know their new teacher.

When moving from Year 6 to KS3 (Secondary School) pupils are given special units of work to complete in preparation and spend a week on activities that mirror secondary school format.

Visits from teachers are conducted so that they can meet pupils and detailed discussions are held with SENCOs from the receiving schools for any pupil who has additional needs

Transition to secondary school

Year 6 staff meet with staff from receiving schools in the summer term in order to exchange important information about pupils moving up to KS3.

All parents have the opportunity to attend open days at receiving schools. Parents will also receive specific information if schools are holding additional open days/evenings for pupils with SEND.

Paulette Carlisle, lead teaching assistant for Inclusion, is responsible for organising and coordinating transition work for all students with Special Educational Needs and disabilities. Visits are arranged, which may be additional to the usual visits for all year 6 pupils. Close links are kept with key staff in the receiving school. The Autism Team transition worker will support Children with ASC, specifically.

Preparation for independence in adulthood

Before leaving the primary phase many students with learning and cognition needs will need additional support in general life skills such as finding their way around a new building; using a map; confident use of their own money; using a timetable and public transport.

**The development and well-being of the child is paramount in all we do.
If you are a parent or carer do not hesitate to contact us and ask for a meeting or chat
to discuss any of the areas covered in this policy.**