

ROXETH PRIMARY SCHOOL



SEND POLICY

*Revised January 2021
To be agreed by the Governing Body 27th January 2021*

OUR MISSION STATEMENT

Equality, Excellence, Education

To educate our children and their families to achieve their full potential

Roxeth Primary School
Special Educational Needs and Disabilities Policy
2020-2021

Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs and Disabilities (SEND) Code of Practice: for 0 to 25 years (April 2014).

Part 1 : Basic information about the school's SEN provision

Roxeth Primary School identifies pupils as having Special Educational Needs and Disabilities if they meet the definition as set out in the Special Educational Needs and Disabilities (SEND) Code of Practice (DfE, March 2015)

This defines SEND as;

- xi. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- xii. A child of compulsory school age or a young person 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 mainstream post-16 institutions

- xvi. Many children and young people who have SEND 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’.

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” Page 15

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Guiding principles

- At Roxeth Primary school we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All pupils are entitled to an education that enables them to:
 - Achieve their best
 - have full access to the national curriculum where appropriate
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training.

Objectives of the school's SEN policy

- We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this:

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil's education
- our pupils with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- the school will manage its resources to ensure all pupils' needs are met
- a pupil's special educational needs will be identified early
- provision and progress for our SEN pupils will be monitored and reviewed regularly
- the school will involve outside agencies when appropriate
- Education, Health & Care Plans and existing statements will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

Where an SEN is identified, the school will put appropriate interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be monitored by the Special Educational Needs Coordinator (SENCO) in conjunction with the SEND Representative from the Governing Body. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

The arrangements that have been made for coordinating the provision of education for pupils with SEND at the school.

The school's provision for pupils with SEN will be coordinated by a SENco (Special Educational Needs Coordinator) who together with the Head teacher and Governing Body will determine the strategic development of the SEND policy and provision of the school. At Roxeth Primary school the SENco is part of the School Leadership Team. Mrs Linscott is our SENco.

The SENco has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans and existing statements.

The SENco provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENco is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENco are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- in conjunction with the class teacher, liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services, with whom we have a Service Level agreement.
- ensuring a smooth transition plan at each stage, for pupils and parents
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- ensuring all reasonable adjustments are made

Part 2 : Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs

How pupils with special educational needs are identified and their needs determined and reviewed.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers (class teachers) and SENcos and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEND.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2015 Code of Practice requirements the school will deliver a **Graduated Response Model** as described in the diagram for pupils identified as having SEND.

Action by class teacher (prior to involvement of the SENco).

Class / subject teachers will be expected to have undertaken the following actions:

- Used existing information as a starting point
- Highlighted areas of skills to support in class
- Used baseline assessment to identify what child knows, understands and can do
- Ensured ongoing observation/assessment provides feedback for ongoing planning
- Involved the child
- Will not have assumed difficulties are within the child
- Followed National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- (Differentiation) – Matched planning to individual needs
- Taken responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

If the teacher identifies a pupil who is not making sufficient progress with this level of support, he/she will consult with the SENco, to establish more appropriate interventions.

SEN register

When pupils need more intervention that would normally be necessary, they are placed on the SEN register. If required, advice will be sought from experts such as Educational Psychologists, Speech and Language Therapists etc. and provision will be planned accordingly. Progress will be reviewed on a termly basis.

The Graduated Response (Assess, Plan, Do, Review)

This will be led by the class teacher in partnership with the SENco.

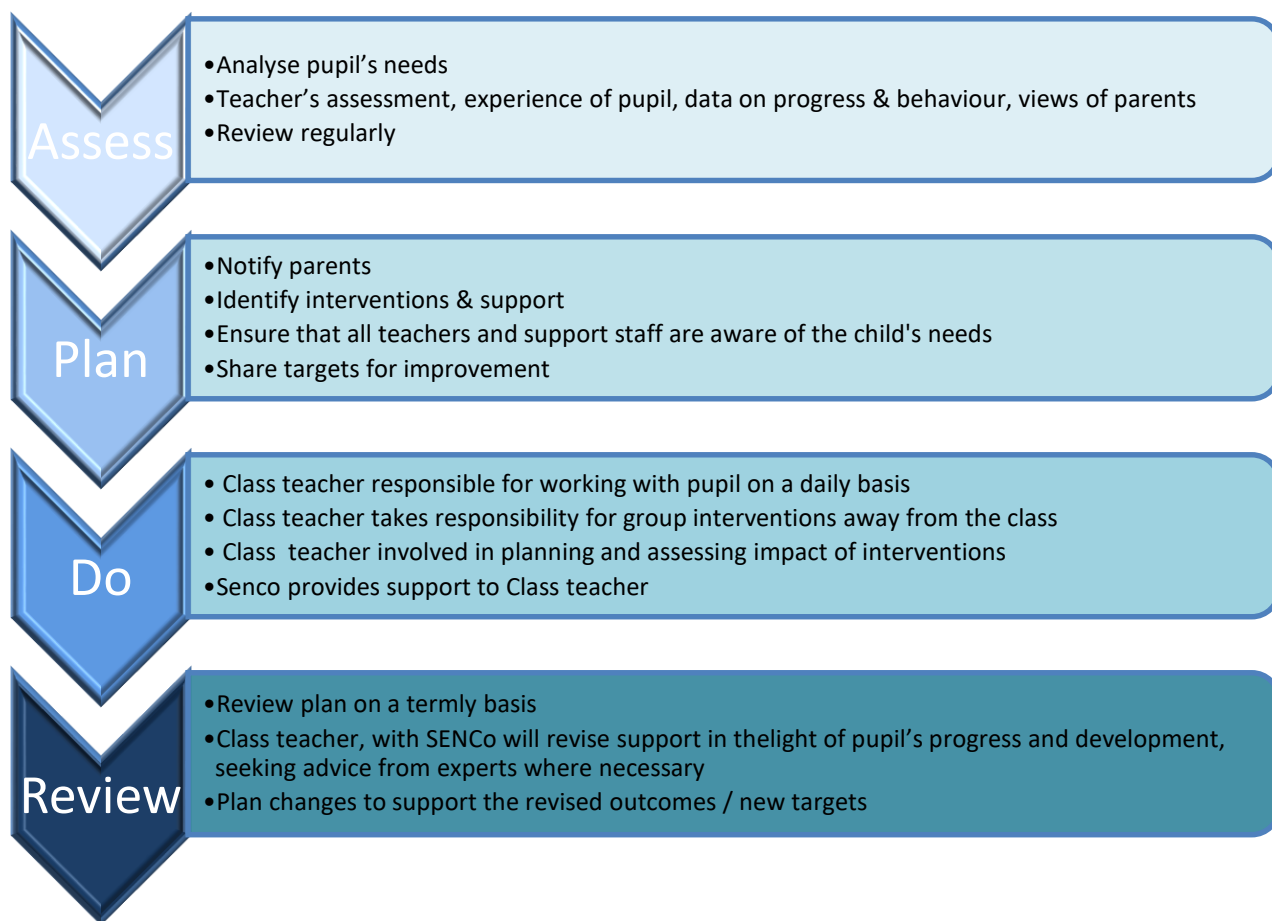
It will commence once it has been demonstrated that high quality teaching and learning, planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The outcomes considered should include those needed to make successful transitions between phases of education and the future.

In consultation with the pupil and parents, a Support Plan will be drawn up to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that;

- External agencies will be contacted and will see existing records and carry out their own assessments
- SENco/teacher/ will consider a range of approaches/materials including ICT
- Plans for the use of support will relate to a clear set of expected outcomes, which should include challenging and relevant academic and developmental targets (including for older pupils, and young people, targets around preparing for adulthood).
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary, through the Assess, Plan, Do, Review model (see model below).



The Termly Review Meeting

This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENCo. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

Education, Health and Care Plans (EHCP)

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the Local Authority, to carry out a statutory assessment of their needs to see if they are eligible for an Education, Health and Care Plan. Once a pupil has an EHCP, the Head teacher of the school will ensure that those teaching or working with the child are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHCP will take place at least annually. If a pupil's needs change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Update in light on the COVID 19 Pandemic

Please read this policy in conjunction with the updates outlined in the school's risk assessment.

In March 2020 and January 2021, the school went into lockdown. Some children with Educational Health Care Plans continued to come into school. For many children this meant they were learning remotely.

When we go into a lockdown, the SENCO will –

- Ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaise with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans or SEN support plans
- Ensure that pupils with EHC plans who are in school are supported and that staff are aware of their needs.
- Support staff to adapt resources and ensure appropriate provision is in place for pupils with additional needs.
- Oversee any additional support – phone-calls; additional Google Classroom sessions etc. – that is in place for pupils with additional needs.
- Continue to work with outside agencies such as Speech and Language Therapy and Educational Psychology, to ensure children with SEND continue to be provided with the support that they require.

This policy and all other policies connected to SEND can be found on the school website

How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs.

The Head Teacher will report to the governing body on a regular basis, regarding the progress of pupils on the SEN register. The named SEND governor for the school is Mrs R. Baker.

All the information in this policy can be found on the school website or see Appendix.

- **This policy was agreed by the Governing Body in January 2020**
- **This policy will be reviewed and updated annually. The SENco will also report annually to the Governing Body concerning the effectiveness of the policy.**

Bibliography:

- The Revised SEN Code of Practice 2014

Acts:

This policy has been written in accordance with the:

The Disability Discrimination Act (2005)

The Children and Families Bill (2013)

Appendices:

SEN glossary

Additional needs: All Children who are at risk of poor outcomes and require additional support and monitoring. This may be a short term intervention or a longer term strategy.

Advocacy: Aims to secure the rights and facilities for an individual with special educational needs and disabilities that are appropriate to the individual needs. A nominated person speaks and acts on behalf of the represented person who is unable to have their own voice.

Annual review: The statutory yearly review of a statement or Education and Health Care Plan. The Local Authority carries out such reviews within 12 months of making a statement or within 12 months of any previous review.

Assessment of a child: Generally, an assessment can be defined as any systematic process of assessing the needs, circumstances or progress of a child against defined norms, an established scale or standardised bench marks, with the intention of understanding the child's needs, circumstances or progress, in order to decide on appropriate further action (or to confirm that no additional help is required).

Child and Adolescent Mental Health Services (CAMHS): Provides high-quality, multidisciplinary mental health services to all children and young people with mental health problems and disorders.

Children and Family Court Advisory and Support Service (CAFCASS): Provides the courts with independent assessments and recommendations concerning the welfare and best interests of children in public and private law cases respectively.

Code of practice: The Special Educational Needs code of practice was first introduced in 2001. It provides guidance on policies and procedures intended to enable pupils with SEND to reach their full potential, to be included in school communities and to make the transition to adult life successfully. A new SEN code of practice was published in 2014.

Disabled: Describes an individual who has a physical or mental impairment, which has a substantial and long-term effect on their ability to carry out day to day activities. The definition also covers pupils with sensory or intellectual impairments, those with a learning disability, severe disfigurements or progressive conditions.

Disapplication: The removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum.

Education, Health and Care (EHCP) plan: This has replaced the statement of special need since September 2014. It will offer a multi-agency approach to supporting the educational provision offered to those children and young people who are in receipt of a plan.

Inclusion: Inclusion encompasses broad notions of educational access and recognises the importance of catering for diverse needs. Increasing mainstream access is an important goal. Inclusive principles highlight the importance of meeting children's individual needs, of working in partnership with pupils and their parents/carers and of involving teachers and schools in the development of more inclusive approaches. Inclusion is a process not a state.

Modification: The amendment or alteration of a programme of study, attainment target, assessment or any other component of the National Curriculum in order to give a child access to that area of the curriculum.

Provision map: An at a glance way of showing the range of provision a school makes for children with special and other additional needs, through extra staffing or peer support.

SEN Support plans: Builds on the curriculum that a child with learning difficulties or disabilities is following. It is designed to set out the strategies being used to meet each child's identified needs.

Special Educational Needs and disability Tribunal (SENDIST): A panel set up to arbitrate when disagreements occur between parents and local authority regarding a pupil's special educational discrimination.

Speech and language therapy: A health care profession, the role and aim of which is to enable children with speech, language and communication difficulties to reach their maximum communication potential.

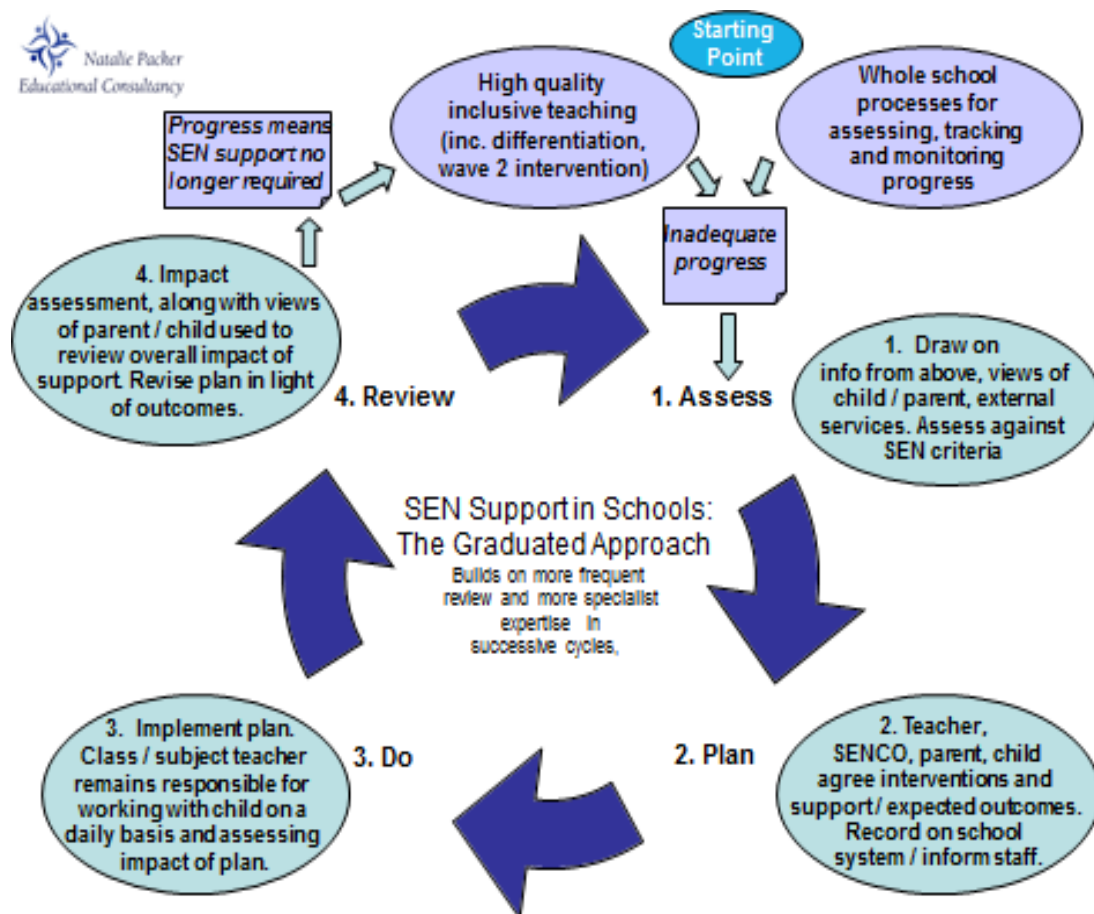
Statutory assessment: The assessment required before a statement of need can be produced. This is the third level of graduated response after assess, plan, do, review.

Waves of intervention: Wave 1 is described as 'inclusive quality-first teaching for all' and takes into account the learning needs of all pupils in the classroom. Wave 2 is wave 1 plus the additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 3 is Wave 1 plus increasingly individualised programmes, based on independent evidence of what works. Wave 3 describes additional targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.

The Graduated response:



Natalie Pacher
Educational Consultancy



Example of a Provision Map:				
Year group 4	Provision	Pupils	Staff/pupil ratio	Cost in time per week
Wave 1 Whole class support	Quality First Teaching			
	Statemented pupils		1:1 TA	30 hours
Wave 2 Class intervention and Out of class interventions	a) English small group teaching		1:16 Teacher	5x60 mins
	b) Maths small group teaching		1:16 Teacher	5x60 mins
	c) Social skills group		1:5 TA	1x40 mins
	d) Worry group		1:5 TA	1x40 mins
	e) Elklan Speech and Language group		1:1 TA	1x20 mins
	f) Maths group		1:1 TA	1x40 mins
	g) Motor skills group		1:1 TA	1x20 mins
	h) Reciprocal Teaching		1:6 TA	3x30 mins
	i) Rapid writing		1:5 TA	5x25 mins
	j) Daily reader		1:1 TA/Teacher	5x20 mins
	k) RM maths		1:1 supervision	5x10 mins
	l) Accelle read/write		1:1 TA	5x30 mins
	m) Toe by toe		1:1 TA	5x20 mins

	n) Catch up		1:1 TA	2x30 mins
	o) Stile		1:1 TA/Teacher	3x30 mins
	p) Phonics bug books		1:1 TA/Teacher	5x10 mins
	q) 1:1 Tuition		1:1 TA/Teacher	5x10 mins
	r) Spelling made Easy		1:1 TA	3x20 mins
	s) Handwriting support		1:1 TA	2x10 mins
	t) Precision Teaching		1:1 TA	5x20 mins
Total cost: TA support out of class: 4 hours 30 minutes TA support in class: 32 hours of 45 hours allocated				
Wave 3 Additional provisions	u) Counsellor		1:1 Counsellor	1x50 mins
	v) Educational Psychology		1:1	1x180 mins
	w) SALT		1:1	n/a
	x) OT/Physio		1:1	n/a
	y) SACT		1:1	n/a
	z) ASD advice		1:1	n/a
	aa) CAMHS		1:1	
	bb) Paediatrician		1:1	
Total cost: EP support for 6 hours				