

Roseberry Primary & Nursery School

Special Educational Needs And Disabilities



**SENCO Miss M. Baird
Senior Leadership Team
(National SENCO Award achieved September 2016)
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POLICY STATEMENT

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 (May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE June 2014
- SEND Code of Practice 0 – 25 May 2015
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at School with Medical Conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 Framework document December 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the SENCO, with the SEN and Disability Governor in liaison with the Senior Leadership Team. In the light of the SEND reforms (2014) we have worked in partnership with parents to produce this policy.

INTRODUCTION

1) Aims of this SEND policy

Roseberry Primary and Nursery is an inclusive school and welcomes all pupils including those with SEND (special educational needs and disabilities). We firmly believe that every teacher is a teacher of pupils with SEND.

At Roseberry Primary and Nursery School we believe in providing every possible opportunity to enable our pupils to develop their full potential, whilst promoting their self-esteem and valuing their individuality. We want to raise the aspirations of and expectations for all pupils, including those with SEND. Thus our focus is more on outcomes for pupils and not just about interventions or hours of additional support. We believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

Children have learning special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. We acknowledge that a significant proportion of pupils will have special educational needs at some point in their school career. Many of these pupils may require educational and/or pastoral help throughout their time at school, whilst others may need a little extra support for a short period of time to help overcome temporary needs. Our school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, whilst enabling them to access the National Curriculum and achieve their full potential.

OBJECTIVES

- To identify and provide for pupils who have special educational and additional needs at the earliest opportunity to ensure their attainment is raised and they achieve the best possible outcomes.
- To have consistently high expectations for all pupils with SEND
- To work within the guidance provided in the SEND Code of Practice, 2015
- To work in close partnership with the parents/carers of pupils with SEND
- To work in close partnership with outside agencies to support the needs, provision and inclusion for pupils with SEND
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work in line with the SEN Inclusion Policy
- To provide support and advice for all staff working with pupils who have special educational needs

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The SEND Code of Practice (2015) states “*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*”

The SEND Code of Practice 2015 identifies four areas of need in relation to SEN. These four broad areas give an overview of the range of needs that should be planned for. They are;

- Cognition and Learning
- Speech, Language and Communication
- Sensory and physical
- Social, emotional and mental health

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Roseberry Primary and Nursery School we identify the needs of pupils by considering the needs of the whole child, not just their special educational need.

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This act defines disability as “...*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.

At our school we identify the needs of pupils by considering the needs of the whole child, which will include not just their special educational needs or disabilities, but also any other additional needs which they may have.

At Roseberry Primary and Nursery School we also consider the factors which may have an impact on a pupil's progress, but are not special educational needs;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Speaking English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A GRADUATED RESPONSE TO SEN SUPPORT

Initially we aim to meet every individual pupil's needs within the classroom through quality first teaching. We do this by ensuring that our planning, teaching and approaches address those needs.

If a child is still not reaching his/her full potential through these methods the class teacher will arrange a meeting with the SENCo. Pupil progress meetings take place at the end of each half term between class teachers, teaching assistants and the SENCo, however meetings may take place sooner if necessary. During these meetings progress is discussed and appropriate intervention groups are put in place to meet the needs of the pupils. Interventions may take the form of children spending time working in small groups or being withdrawn from the classroom to work in an allocated, suitable space for specific activities related to their needs. Parental permission is requested before pupils take part in intervention groups, and parents are encouraged to discuss interventions with their child's class teacher or the SENCo. At this stage a child may be given a 'Short Note' which outlines their additional needs and sets outcomes for them to reach. This plan does not mean that the child has SEND, and they will not be added to the SEND register.

If a child has made little or no progress towards the targets, the child's needs will be reviewed, and the child may be placed on 'The SEN register' with involvement of parents at either a routine parents' evening or at a specially arranged meeting. A SEN support plan will be prepared at this point detailing the provision offered, and setting outcomes for the pupil to achieve in the coming term. The school may also decide to seek advice and support from outside agencies, particularly if the child is presenting as having more complex or profound needs.

When there is evidence that little or no progress has been made in the areas targeted and continuing difficulties or weaknesses have not been remedied sufficiently, substantiated by Local Authority support assessment, we will approach the Local Authority to request a statutory assessment. This may, or may not, result in the LA

issuing an Education, Health and Care (EHC) plan. If a pupil is on a plan it will be reviewed annually with the pupil, parents, outside agencies, SENCo, class teacher and Headteacher/Deputy Headteacher.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

If the decision is made to place a pupil on the SEN register under the category of SEN Support the SENCo is responsible for coordinating the support offered to the pupil and seeking advice from outside agencies. The class teacher remains responsible for reviewing progress, setting targets, feeding back to pupils and reporting to parents.

It is never our intention to keep pupils on the register indefinitely and if sufficient progress has been made and the child is consistently meeting their targets the child may be removed from the SEN register. If it is felt that a child needs more support the decision may be made to apply for statutory assessment and the child may become subject to an Education, Health and Care (EHC) plan which will specify in greater detail what needs to be provided in order for the child's needs to be met.

STORING AND MANAGING INFORMATION

Records of all SEN provision will be stored in a locked filing cabinet in the school office. Relevant SEN information will also be held in the Class files which are to be stored in a lockable classroom cupboard. Information that is out of date or no longer needs to be kept is shredded by a member of office staff, in order to maintain confidentiality and data protection.

SUPPORTING PUPILS AND FAMILIES

Parents are sign posted towards the Local Authority Local Offer and the school's SEND Offer which outline what support they can expect to receive for their child with SEND. Links to these documents are provided on the school's web site.

Roseberry Primary and Nursery School acts as a link between parents and any outside agencies which may be asked to provide support, advice or assessments on their child with SEND. These agencies may include the Complex Learning, Communication and Interaction Support Team, Visual Support Team, Hearing Support Team, Primary Social, Emotional and Mental Health Team and various branches of the NHS, particularly Speech and Language Therapy.

Liaison between parents and school will be fundamental to building up a complete picture of any child with SEND. At all meetings with parents and especially when a child first joins our setting, a careful profile will be made of the strengths and history of the child's development.

At the end of the school year the school offers Transition Days to support children as they move from one class to the next. Enhanced transition arrangements are made for some pupils with SEND and some pupils may have Transition booklets to take home for the summer holidays. We also have good links with local secondary schools, all of

whom have taster days and many of whom also offer enhanced transition packages for pupils with SEND.

The SENCo liaises with the School Resilience Nurse to provide enhanced transition work for pupils who are in Year 6.

MONITORING AND EVALUATION OF SEND

At Roseberry Primary and Nursery School we regularly and carefully monitor, and evaluate the quality of provision we offer to all pupils, including those with SEND. We do this in the following ways;

- Lesson observations and SEN specific learning walks
- Planning scrutinies to ensure targets are considered and tasks differentiated
- Book scrutinies to reflect progress over time
- Making parents and pupils fully aware of any additional provision
- Tracking of pupil progress by class teachers, the SENCo and Senior Leadership Team
- Primary Target Tracker analysis
- Intervention monitoring
- Evaluation of the Provision Map (TA timetables)
- Monitoring and evaluation of procedures and practice by the SEND Governor.
- Internal review, as part of the school's 'self-evaluation' procedures.
- Local Authority Monitoring and Evaluation
- OFSTED inspections
- Feedback from the SEND Advisory Team

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCo regularly attends the Local Authorities' SENCo network meetings in order to keep up to date with local and national updates in SEND.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Roseberry Primary and Nursery 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.

Some may also have special educational needs (SEN) and may have a statement, or 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 (2015) is followed. For further information this please see our 'Supporting Pupils with Medical Conditions' policy.

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY in consultation with the head teacher, is responsible for determining the school's general policy and approach to the provision for children with Special Educational Needs and Disabilities, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. In Roseberry Primary, our identified governor with an interest in Special Educational Needs is Ms Cara Bell. She is involved in monitoring the school's work on behalf of children with Special Educational Needs and Disabilities.

THE HEAD TEACHER is responsible for the day to day management, and is to work closely with the SEN Co-ordinator. She is responsible for keeping the governing body fully informed. In conjunction with the management team, the head teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that the necessary revisions are undertaken.

THE SEN CO-ORDINATOR (SENCo) The SEN Co-ordinator in Roseberry is Miss M. Baird

Her role is: -

- To ensure the daily implementation of the School SEND Policy.
- To ensure an efficient SEN recognition system operates in line with the policy of the school.
- To maintain the school's SEND register and ensure that relevant background information is collected, recorded and updated.
- To ensure that appropriate records, for all SEND children are kept up to date.
- To co-ordinate and evaluate the monitoring and recording system.
- To ensure that appropriate SEN Support Plans, and Education, Health and Care plans (EHCs) are in place and to review with staff and parents at regular intervals, the progress of children and advise on the most efficient use of resources.
- To liaise with parents of children with special educational needs.
- To liaise with external agencies including the educational psychology service, health and social services and other support agencies.
- To be responsible for the ongoing audit of children with SEND in school.
- To liaise with all those who work with children within school. (Teachers and Learning Support Assistants).

ALL STAFF are fully aware of their responsibilities and the implementation of school policy. All teaching staff are teachers of SEN and must work in partnership with the SENCo and parents to ensure that the needs of all pupils are met.

Parents to play a key role, alongside school, thus enabling their children to achieve their potential.

Pupils working alongside their school and their parents, have a responsibility to try their best at all times.

REVIEWING THE POLICY

This policy will be reviewed annually in consultation with parents, the Governing body, pupils and staff.

BULLYING

Bullying is *“usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally, and is often aimed at certain groups. It takes many forms and can include: physical assault, teasing, making threats, name calling and cyberbullying - bullying via mobile phone or online” (GOV.UK, October 2014)*

At Roseberry Primary and Nursery School we understand that bullying can have a profound impact on the wellbeing and academic performance of pupils. We provide pupils with numerous ways to talk about their feelings including feelometers in every classroom, worry boxes and access to drop in ‘Time to talk’ clinics with our school Parent Support Advisor. We raise awareness of bullying through our Anti-Bullying week and have trained pupils to become Wellbeing Ambassadors, enabling them to support their peers and to identify bullying behaviour at the earliest opportunity so that it can be resolved. For further information please see our Anti-Bullying policy.

COMPLAINTS PROCEDURE

It is hoped that most concerns will be dealt with in the context of the review system between staff and parents. However, in the event of this not being satisfactory, the Headteacher should be contacted. The Headteacher would then inform the SENCo who would consult with other staff and investigate/review the situation. Should this not lead to a satisfactory conclusion, the interested SEND Governor or Chair of Governors should be contacted and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service. The school will inform parents of these services.

Reviewed: November 2017

M. Baird

