



# ROGATE C.E. PRIMARY SCHOOL

## *Non-Curriculum Policy*

Policy Name	Special Educational Needs and Disability (SEND) Policy
Last Updated	May 2017
Last Reviewed	
Next Review	Autumn 2018
Date Approved	

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with the reference of the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0- 25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England Key Stage 1 & 2 Framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teaching Standards 2012

This policy was created by the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) with the SEND Governor, in liaison with the Head Teacher.

**The Special Educational Needs and Disability Co-ordinator (SENDCo) is:**

**Mrs Stephanie Garwood (NASENCo Award 2015)**

**If you have an enquiry regarding SEND you can contact Mrs Garwood using the email address:**

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### **1: Introduction**

At Rogate CE Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital, but we recognise that for some children there are occasions when further additional support or intervention may be needed to help them achieve their targets. We believe that every teacher within our school is a teacher of every child, including those with Special Educational Needs or Disabilities (SEND). Our staff are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. Our intentions are to help each child experience success and reach their full potential by providing the highest standard of education and care. By providing a welcoming, inclusive environment underpinned by a Christian ethos, we strive to support the needs and develop the learning of all children.

## **2: Our Aim**

At Rogate C.E. Primary School we are committed to raising the aspirations of and expectations for all, including pupils with SEND needs. Through early identification of pupils requiring SEND provision, and through effective assessment and clear target setting by Class Teachers and clear leadership from the SENDCo and Head Teacher, we are committed to achieving positive outcomes for all children.

## **3: Our Objectives**

1. To provide early identification of children who require SEND provision.
2. To have high aspirations for high levels of achievement for all.
3. To be an inclusive school
4. To provide curricular and extra-curricular access for all.
5. To achieve a level of staff expertise to meet pupil need.
6. To meet individual needs through a wide range of provision.
7. To attain high levels of participation and satisfaction from pupils, parents and carers

## **4: Identifying Special Educational Needs**

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice (2014).

- Communication and Interaction (C and I)
- Cognition and Learning (Cog)
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical needs (S/P)

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a child of a service personnel.

The SENDCo works closely with the Head Teacher, using the whole school tracking data as an early identification indicator. We use a number of additional indicators of Special Educational Needs.

- The analysis of data, including baseline entry profiles at Foundation Stage 1 (FS1), end of FS data, Key Stage 1 (KS1) & KS2 Standardised Assessment Tests (SAT's), reading, spelling and maths ages and standardised test scores, start of year and mid-year assessments.
- The use of Local Authority SEND criteria
- The following up of teacher concerns
- The following up of parental concerns

- Tracking individual progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCo maintains a list of pupils identified through the procedures listed; this is called the **SEND Support List**. This list is reviewed each term when a more in depth analysis of the list takes place. For some pupils, a more in depth individual assessment may be undertaken by school staff or other educational or Health professionals.

### **5: Curriculum Access and Provision**

In order to meet the learning needs of all pupils, teachers differentiate work. They strive to meet individual learning needs, to mark work and plan homework effectively.

Where pupils are identified as having SEND needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records the graduated response to individuals' needs.

The range of provision may include:

- In class support for small groups with a Teaching Assistant (TA)
- Small group withdrawal with a Teaching Assistant (TA), Class Teacher (CT) or Learning Mentor (LM)
- Individual in class support/individual withdrawal with a TA, LM or CT
- Further differentiation of resources by a CT
- Homework club after school with a CT
- Booster groups before or after school with a CT
- Individual/small group interventions with a TA, CT or LM
- Provision of alternative learning materials/specialist equipment
- Staff development/training to acquire, use and apply more effective strategies
- Access to Specialist Teaching through the West Sussex Learning Inclusion Advisory Teachers, Speech and Language Therapists, Occupational Health Advisors and Educational Psychology (EP) Services for advice on strategies, equipment and/or staff training.

### **6: Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour.

## **7: Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENDCo, CTs and TAs will maintain these records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Individual pupil provision maps showing the support and impact over time.
- Information from parents
- Information on progress and behaviour
- Information from Health/Social Care
- Pupil's own perceptions of difficulties.
- Information from other agencies.

## **8: Targets and Individual Educational Plans**

All pupils on the SEND Support List will have an Individual Education Plan (IEP) setting out targets and any provision made that is additional to and different from usual classroom provision. IEP's are reviewed termly.

For pupils with an Education Health and Care Plan (EHCP) or a Statement of Special Educational Need (SEN), provision will meet the recommendations identified; these recommendations (and the provision required to meet the) are reviewed at least annually through a person centred review meeting.

In subjects where all children have curriculum targets, these are used to inform the pupil's IEP. Targets are also linked directly to specific interventions in literacy and maths.

Strategies for promoting pupils' progress will be recorded in IEPs containing information on:

- Short term achievable targets
- Teaching strategies
- Provision made that is additional to and different from usual class room provision
- Date for review
- Success and/or exit criteria
- The outcome recorded at review

The IEP will only record that which is additional to and different from the normal differentiated curriculum, and will concentrate on 3 or 4 individual targets that closely match the pupil's needs.

The IEP will be created through discussion with the pupil, parent, Class Teacher and SENDCo. It will be reviewed termly with the inclusion of parent's, carers and pupils needs.

## **9: Code of Practice Graduated Response.**

The school adopts the levels of intervention as described in the SEND Code of Practice (2014). The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents/carers, that a pupil requires additional support to make progress, the SENDCo, in collaboration with Class Teachers, will support the assessment of the pupil, have an input in planning future support and add the pupil to the SEND Support List. The Class Teacher, working in close collaboration with the SENDCo will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support List will be made by the SENDCo after full consultation with parents at an IEP review. External Support Services may advise on targets for a new IEP and provide specialist inputs to the support process.

IEPs will usually be triggered when, despite receiving differentiated teaching and sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period, usually a term
- Continues to work at National Standards considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience a difficulty in developing literacy/numeracy skills.
- Has emotional needs that substantially impede their learning.
- Has sensory and/or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction needs that impede the development of social relationships thus presenting a barrier to learning.

Parental/carer consent is sought before any external agencies are involved. The resulting IEP may incorporate strategies from specialists which may be implemented by the Class Teacher but involve other adults.

### **9.1 Requesting an Education Health and Care (EHC) Needs Assessment**

School staff, with parent/carer consent, will request an EHC Needs Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil's needs remain a significant cause for concern. An EHC Needs Assessment might also be requested by a parent/carer or outside agency. The school will have the following information available.

- Records from past interventions
- Current and past IEPs
- Records and outcomes of regular reviews undertaken
- Information of the pupil's health and relevant medical history
- Evidence of progress against age related expectations
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents/carers
- The views of the pupil
- Social Care/Attendance and Monitoring Service reports
- Any other involvement by professionals

## **9.2 Education, Health Care Plans**

An EHCP will normally be provided where, after an EHC Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer from within its own delegated budget. However, the school recognises that a request for an EHC Needs Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning outcomes for the child. These are used to develop targets that are:

- Matched to the longer –term outcomes outlined in the EHCP
- Established through parental/carer/pupil consultation
- Set out in an IEP
- Implemented in the classroom, or via other external programmes e.g. Occupational Therapy/Physiotherapy
- Delivered by the class teacher with an appropriate additional support where specified.

## **9.3 Reviewing an EHCP**

An EHCP must be reviewed annually. The LA will inform the Head Teacher at the beginning of each school term of the pupils requiring a review. The SENDCo will organise these reviews and invite:

- The pupil's parent/carer
- The pupil
- The relevant Class Teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist (EP)
- Any other person the SENDCo or parent/carer considers appropriate

## **9.4 The aim of the person centred review will be to:**

- Assess the pupil's progress in relations to the outcomes identified in the EHCP.
- Review the provision made to meet the pupil's needs as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- If appropriate, set new outcomes for the coming year.

At Key Stage Phase transition Reviews, the receiving school should be invited to attend in order to plan appropriately for the next academic year. It also gives parents the opportunity to liaise with staff from the receiving school.

Within the time limits set out in the SEND Code of Practice (2014), the SENDCo will complete the person centred review forms and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

## **10: Partnership with Parents and Carers**

The school aims to work in partnership with parents and carers and we do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents and carers
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing information in an accessible way
- Involving parents and carers in the decision making process
- Agreeing targets with the child
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.

### **11: Involvement of Pupils**

The school recognises that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2014). All pupils are involved in monitoring and reviewing their progress and we endeavour to fully involve pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets.

In addition, pupils who are identified as having SEND are invited to participate in :

- IEP reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with Learning Mentors
- Person centred reviews

### **12: Special Provision**

The school makes the following provision:

- Individual adaptations will be made for specific pupils' e.g. individual work stations.
- Yellow background to Interactive White Boards to reduce glare.
- Coloured paper and coloured overlays for children with dyslexia.
- Wheelchair access, although this is not throughout the school.
- Safe spaces for children who need quiet, calm areas.

### **13: Links with Education Support Services**

We aim to maintain useful contact with support services outlined in the West Sussex Local Offer. <https://westsussex.local-offer.org>

For pupils on our SEND Support List, any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, Occupational Therapists, Speech and Language Therapists, Social Communication Team Advisory Teacher, Learning and Inclusion Advisory Teachers.

#### **14: INSET**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development.

#### **15: Resources**

The provision of SEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND Policy.

#### **16: Complaints**

If there are any complaints regarding the provision of children with SEND these will be dealt with in the first instance by the Head Teacher and/or the SENDCo. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

#### **17: Review of the SEND Policy**

This policy was developed through consultation with staff, parents/carers and pupils. The school considers the SEND Policy to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was written in December 2016

Updated in May 2017

Signed by:

Executive Head: David Bertwistle

SENDCo: Stephanie Garwood

SEND Governor: