



Rumboldswyke Church of England Infants' School Special Educational Needs, Disabilities and Inclusion Policy



To be read in conjunction with our School Aims and Accessibility Plan

Reviewed: March 2021

To be reviewed: March 2022

SEN Director: Margaret Lumley

SENCO: Ms Claire Blacklock

Background

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015)

Equality Education Act 2010 (advice for schools February 2013)

School SEN Information Report

The SEND Code of Practice defines Special Educational Needs in this way:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

The SEND Code of Practice sets out four areas of SEN:

1. **Communicating and interacting** - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
2. **Cognition and learning** - for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
3. **Social, emotional and mental health difficulties** - for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
4. **Sensory and/or physical needs** - for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Some children and young people may have SEN that covers more than one of these areas.

The definition of disability describes:

- Someone with a physical or mental impairment
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

To recognise someone as 'disabled', the child does not need a medical diagnosis. The school can be told by the parents or we can surmise this for ourselves. Thus, if the school has placed a child/young

person on SEND Support, it is very likely that the definition will apply to them. It is also likely to apply to young people with medical needs and mental health issues who are not on SEN support.

As soon as we are informed, the school has a duty under current Disability Equality legislation to make individual reasonable adjustments including providing auxiliary aids and support for those who count as disabled. However, the duty to make reasonable adjustments is an anticipatory duty.

Policy Aims and Objectives

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 SEND;
- to ensure that the special educational needs of children are identified, assessed and provided for
- to ensure support for pupils with medical conditions and full inclusion in all school activities through consultation with health and social care professionals
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure that parents are informed of their child's special educational need and provision and there is effective communication between parents and school to allow parents to be able to play their part in supporting their child's education
- to ensure that our children have a voice in this process
- to promote effective partnership and involve outside agencies when appropriate
- to ensure all learners make the best possible progress

Admission Arrangements

Our admission policy for children with SEND is the same as that for all other children. We are an inclusive school and in cases of severe SEND or disability we would work with outside agencies and the parents to be able to meet the child's needs to the best of our ability. Our accessibility plan is reviewed annually to ensure available resources are targeted to enable the best provision we can for children with SEND or disabilities. We would not discriminate against any child with SEND in our admission arrangements.

If a child has an additional need prior to entry to school, the head of School / SENCo will set up a transition meeting, inviting parents, all outside agencies involved with the child and pre-school leader / key worker to work on the best way to integrate the child into school. A Transition Action Plan will be devised with the parent/s and pre-school/nursery prior to entry.

The Graduated Approach

Under primary all our provision in school is the graduated approach cycle of: Assess, Plan, Do, Review. The classroom teacher is ultimately responsible for the progress of all the pupils in the classroom. Teacher planning considers all of their needs. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.

Identification / Assessment / Monitoring and review procedures

It is very important that identification of children with Special Educational Needs and Disabilities should take place as early as possible so that the appropriate action can be taken. Concern will usually be expressed by a child's teacher or parents.

The school will assess each child's current levels of 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 from former school settings during transition to Rumboldswyke or between staff when children transition between classes. Likewise, Rumboldswyke will ensure information is shared whenever pupils' transition to a new school or setting.

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 peers from widening.
- Closes the attainment gap between the child and his 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.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, when pupil attainment is in line with or higher than chronological expectations, it should not be assumed that there is no learning difficulty or disability. As well as lack of progress, other triggers for assessment of need may be:

- change in the child's behaviour or attitude.
- a pupil asking for help.

However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised. Differentiation and personalised learning are part of the planning. The graduated approach is embedded as part of whole school teaching covering universal, targeted and specialist provision.

If no progress is noted after specific interventions have been put in place the child may be added to the school SEND register with parental permission. Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

Specialist support

The school may seek specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. Some of the services we work with are:

- Educational Psychology Service
- Sensory Support Team for children with visual or hearing needs.

- Traveller Support Service
- Speech and Language Therapy
- Occupational Therapy Service
- Physiotherapy Service
- Ethnic Minority Achievement Team (EMTAS)
- Learning and Behaviour Team
- Social Communication
- Child Development Centre (CDC)
- School Nursing Service
- Social Services
- Play Therapist
- Early Help/Think Family

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Individual Learning Plan continues to be the responsibility of the class teacher.

EHCP

If, despite this additional support, the child continues to demonstrate significant cause for concern, a request for a statutory assessment may be made to the Local Authority (LA). A range of written evidence about the child will support the request, and the LA will then adhere to statutory timescales in gathering assessment evidence and advice, including from the parents or carers, to decide whether an Education, Health and Care Plan (EHCP, formally known as a Statement of Special Educational Needs) needs to be drawn up. Nationally, only a very small proportion of pupils with SEN will require an EHCP. It is a statutory document which outlines the nature of the child's special needs, the type of provision which must be made for them, together with any resource allocation stipulated. It also identifies the type of school which can best meet the needs of the child. If our school is named in a child's EHCP, we will take every step possible to make the provision required by the Plan.

All pupils with an EHCP will have an Individual Learning Plan, and an annual review of the EHCP, conducted in accordance with the Code of Practice, in which parents and children are involved.

Roles and Responsibilities

The Directors must

- do their best to secure that the necessary provision is made for any pupil who has special educational need
- secure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, so far that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- have regard to the SEND Code of Practice and Local Authority's Local Offer when carrying out their duties toward all pupils with special educational needs
- uphold complaints procedure if necessary
- evaluate SEND provision annually in Head of School's report.
- designate a Director to monitor the SEND provision regularly and reports to the committee.
- ensure the accessibility plan is monitored and updated.

Head of School - has responsibility for:

- ensuring the SEND policy is implemented
- attending meetings with parents as necessary
- ensuring that the SEND Director is informed of current issues and provision
- ensuring effective and appropriate CPD is available to all staff

Teaching Staff - have responsibility for:

- teaching the range of pupils within their class effectively across the curriculum areas
- identifying a child's special educational needs where appropriate, filling in relevant SEND documentation including Learning Passports through SENCo discussion and support.
- putting into place special arrangements to meet the child's needs
- keeping parents informed regularly of the child's progress, any concerns and any action to be taken
- informing colleagues and those concerned with the child of any information imparted by parents / guardians pertaining to the child's progress
- implementation of individual programmes as devised by self, SENCO or outside agency in liaison with parents
- ensuring any teaching assistant or supply teacher working with specific children are aware of SEND provision for individuals
- assessing the progress of children with SEND and evaluating success of individual programmes
- keeping accurate and detailed records of all SEND activities in Learning Passports, planning documents and additional support comment sheets as appropriate
- discussing individual SEND Provision with SENCo

SEND Co-ordinator (SENCo) - has responsibility for:

- managing the day to day running of the policy
- keep SEND register up-to-date
- co-ordinating the management of the child's special educational provision
- collation and completion of SEND documentation for identified children
- ensuring each identified child has a SEND folder containing outside agency advice
- contacting appropriate outside agencies as and when necessary and informing all involved with the child of any action taken
- monitoring the Learning Passports and evidence trail.
- monitoring the impact of interventions through observation and tracking data
- providing support to staff on SEND procedures; supporting the assess, plan, do, review process
- attending SEND meetings with parents and outside agencies as necessary
- keeping staff and the Directors informed of new developments through staff meetings, inset and committee meetings
- training staff on intervention programmes and relevant SEND training / developments
- working closely with all staff in prioritising children's needs
- keep up-to-date with CPD and attend any relevant training
- liaising regularly with Head of School to keep them up-to-date
- ensuring that all individual programmes are followed

Parents - have responsibility for:

- informing the school of any problems / concerns that may affect their child's life in school
- attending meetings requested by school about their child
- helping their child to gain maximum benefit from school by regular attendance and establishing good routines for bedtime etc.
- supporting targets provided by the school as indicating in the Learning Passport, carrying out suggested activities, and contributing to the review of targets with teacher
- Informing school of any external advice gained as a parent (Opticians, CDC, referrals, SALT letters / email)

Teaching Assistants (TA)

(TAs) play an important role in the SEND provision for children and work with them under the guidance of class teacher, SENCo and sometimes outside agencies.

- liaise closely with class teachers
- liaise with SENCo, Head of School, outside agencies where appropriate
- carry out work devised by SENCo or class teacher
- implement interventions for individuals in liaison with the SENCo
- record accurate observations and notes to support work undertaken in the Learning Passport or additional support comment sheet, directed by class teacher
- attend relevant training and CPD in relation to SEND when appropriate

Pupils:

- will be encouraged to be aware of their own responsibility within the partnership
- be involved with their target setting and review of targets with the class teacher/SENCo
- have a voice in their education-completing the one-page profile with an adult and the Learning Passport questions

Record keeping, monitoring and data management

- We keep records to monitor the progress and welfare of pupils with SEND that include:
- Individual Learning Plans
- Pupil Passports - information/strategies relating to pupils' needs
- SEND register - Information on pupils with regards to their additional needs and how to support them

Our partnering approach to involve parents/carers and external partners

At Rumboldswyke we use Parents' Evenings, face-to-face contact, telephone/email/letters to build partnerships. We pride ourselves in responding quickly to parents and communicating with them effectively. Parents are also involved in Annual Reviews and PEPs.

Where required the school will work with external partners such as the Educational Psychologist, CDC, Social Services and SEN Team, Occupational Therapy, EMTAS, Speech and language and the Inclusion team.

Complaints Process

Rumboldswyke Church of England Infants' School treats seriously all concerns and complaints. We aim to handle concerns, if at all possible, without the need for formal procedures. Concerns are directed to individual staff in the first instance. In most cases the class teacher, will receive the first approach. In the case of some concerns, this may also involve a member of the Leadership Team. We aim to resolve issues on the spot.