

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (S.E.N.D.) POLICY

Date	Review Date	Coordinator	Nominated Governor
11/18	11/19	Polly Mayer	Sarah Kingdom

Introduction

At Ramsbury Primary School we believe that all children have an equal right of access to all areas of the curriculum and to a full and rounded education. Each child should be allowed to develop in the way and at a pace appropriate to them.

Ramsbury Primary School's Special educational needs and disability Co-ordinator (SENCo) is Mrs Polly Mayer. Together with the Head Teacher, they ensure that Ramsbury Primary School Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies current within school.

Principles

There are a number of important principles underpinning the Code of Practice (2015):

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood .

These principles therefore provide the foundation for SEN/D provision at Ramsbury Primary School and are designed to support the following:

- early identification of children's needs and early intervention to support them;
- the involvement of children and their parents in decision making;
- high quality provision to meet the needs of children with SEN/D with a focus on inclusive practice and removing barriers to learning;
- supporting the child's confidence and self-esteem, and promotion of positive well-being in order for them to feel success and their views to be heard;
- collaboration between education, health and social services to provide support;
- successful transition into the next stage of a child's education.

Provision for children with special educational needs is a matter for the whole school. The Governing Body, Head Teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The Governing Body of Ramsbury Primary School has prepared this policy to enable all children with special educational needs to benefit as fully as possible from the education offered at Ramsbury Primary School. The key to achieving successful learning for pupils with special educational needs is to ensure high quality teaching and learning is available to all. We aim to facilitate this through high quality teaching, differentiated programmes of work appropriate to individual children's needs, enhancement of children's self-esteem and enablement of all to realise their full potential.

Aims and Objectives

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs and/or disabilities of each child in order that they can achieve their learning potential and engage in all school activities alongside pupils who do not have special educational needs;
- to request, monitor and respond to parents and pupils' views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need through well targeted continuing professional development;
- to ensure support for pupils with medical conditions provides full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

We will ensure that teachers are able to identify and provide for those children with special educational needs allowing them to join in all school activities together with pupils who do not have special educational needs

Identifying SEN/D, Intervention, Assessment, Monitoring & Review

The SEN/D Code of Practice (2015) describes four broad categories of needs that we plan for. The purpose of identification is to determine what action Ramsbury Primary School needs to take, not to fit a child into a category. The four categories are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At Ramsbury School we will begin with early identification of children's needs. The school will assess each child's current levels of attainment on entry to the school in order to ensure they build on the patterns of learning and experience already established during his or her pre-school years. If the child already has an identified special education need, this information may be transferred from other partners in their Early Years setting.

Once a child is at our school, our system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing similarly to their peers. Concerns may be raised by the class teacher, teaching assistants, the SENCo, parents or outside agencies. To assist the school in its identification of children with special educational needs our school utilises the WGRSS (formerly the Wiltshire Indicators and Provision Document) which provides criteria for identification of SEN/D.

In order to support children with special educational needs Ramsbury Primary School takes a graduated approach. If a child does not demonstrate sufficient progress or other concerns are raised, the child will be added to the Cause for Concern list which is held at the front of each attendance register of a class. The class teacher will meet with the family to discuss how to move the child forward and will engage in differentiated activities or additional strategies as part of high quality teaching and learning.

If the child is not making expected progress within a 2 term cycle, or appropriate shorter time scale, the child, with parental consent, will be added to the SEND register. Reasons for a child being added to the SEN/D register include the fact that he/she:

- Makes little or no progress even when teaching approaches are targeted particularly in the child's area for development;
- Shows signs of difficulty in developing literacy or mathematics skills which result on poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in 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.

At this stage when a child is added to the SEN/D register he or she is considered to be receiving 'SEN Support' and the class teacher will meet with families to discuss and draw up a 'My Support Plan' document for their child. This outlines the child's strengths, areas of need and interventions for support and the class teacher will monitor this to ensure targets are being met.

Nature of Intervention

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of children being withdrawn to work with the class teacher or teaching assistant, or other intervention;
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies;
- Speech and language therapy (from outside agencies).

A child's My Support Plan is reviewed on a termly basis by class teachers and monitored by the SENCo. Parents will meet with the class teacher 3 times yearly to discuss progress, issues, concerns and next steps.

The Use of Outside Agencies

We aim to work in close partnership with external support services that play an important part in helping schools identify, assess and make provision for children with SEND. External support services include the following professionals or organisations:

- speech therapist;
- teacher for physically impaired;
- teacher for visually impaired;
- physiotherapist;
- educational psychologist;
- school nurse;
- health service;
- social services;
- educational welfare services.

External services may become involved if a child continues to make little or no progress despite considerable input and adaptations. External support services will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, 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.

Education Health and Care Plan (EHC Plan)

If a child demonstrates a significant cause for concern or the SENCo together with the Head Teacher believe that, after advice from outside agencies, further support is needed, the school will request a statutory Educational Health Care Plan from the Local Authority, following the process as outlined in the Code of Practice (2015). The Local Education Authority will be given information about the child's progress over time and will also receive documentation in relation to the child's special education needs and any other action taken to deal with those needs, including any resource or special arrangements put in place. The parents of any child who is referred for statutory assessment will be consulted, informed and supported at all stages of the process.

Strategies employed to enable the child to progress will be recorded with the Education Health and Care Plan which will include information about:

- The short term targets set for the child;
- The teaching strategies to be used;
- The provision to be put in place;
- How the targets will help the child in their learning;
- What they are responsible for;
- How the child can be successful;
- The review date;
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants.

A child's Education Health Care Plan is reviewed on a termly basis by class teachers and monitored by the SENCo in addition to the statutory annual assessment. Parents will meet with the class teacher 3 times yearly to discuss progress, concerns and next steps.

Throughout the school's graduated approach to SEN/D, the delivery of the interventions recorded in the child's Education Health and Care Plan continues to be the responsibility of the class teacher.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximize learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Parents are invited to drop in clinics held throughout the year and always have access to the SENCo through a school email address (*please refer to the back of this policy*).

At all stages of the SEN+D process, Ramsbury Primary School keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of children with SEN/D with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Roles and Responsibilities

The Role of the SENCo

The SENCo is responsible for:-

- The strategic management of SEN/D within the school and undertaking the required duties set out in the Code of Practice (2015);
- Overseeing the day to day operation of the SEN/D policy; SEN register; My Support Plans and EHC Plans;
- Liaison with fellow teachers/governors/non-teaching staff. Define roles of SENCo/class teacher/Governors/TAs/parents;
- Describe, co-ordinate and support provision for children with SEN/D;
- Liaison with parents of children with SEN/D. To ensure meetings are arranged and attended when the need arises;
- Liaison with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies;
- Contributing to SEN/D training of teaching and non-teaching staff;
- Liaising with local secondary schools so that support is provided for Year 6 children as they prepare to transfer;
- Making regular visits to classrooms to monitor the progress of children receiving SEN/D Support.

The Role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body is responsible for liaising with the SENCo with a view to overseeing that the SEN/D policy is being implemented. This involves meetings at least three times per year to discuss matters arising, to monitor the procedures and record keeping systems and to present challenging questions to the SENCo in order for the SENCo to demonstrate compliance with this policy or to highlight areas of concern. Further meetings and involvement will occur as and when SEN/D issues arise throughout the academic year.

The Governing Body reviews this policy annually to monitor whether the overall principles and objectives are being met and whether the provision and allocation of resources allows the needs of children with SEN/D to be catered for. In order to assist the Governing Body in this task this policy is formally monitored by the SENCo and findings reported to the Head Teacher and the other staff at the Annual School Review. The SEN/D Governor reports the outcome of the review to the Governing Body and the Governing Body considers any amendments to this policy in light of the annual review findings.

Other Staff

The following staff fulfil roles relevant to the provision of SEN/D within the school as follows:

The Head Teacher is the designated teacher with specific child safeguarding responsibilities.

The Head Teacher is the designated person responsible for managing pupil premium funding.

The Head Teacher is responsible for managing the school's responsibility for meeting the medical needs of pupils.

Training and Resources

The plans and arrangements for training and staff development are determined through the School Development Plan and through the school policy on INSET. Within this, provision is made for the SEN/D training needs of teaching and non-teaching staff. The Head Teacher co-ordinates all matters related to INSET, staff training and development and is advised by the SENCo of any specific unmet SEN/D training needs.

The Head Teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within Ramsbury Primary School, including the provision for children with Education Health and Care Plans. Funding provided to the school for children with SEN/D is allocated after careful consideration of all the children's needs on the SEN/D register. Reference is made to the children's overall need, to his/her placement on the SEN/D register, data from diagnostic tests and to the views of the child's class teacher. The Head Teacher informs the Governing Body of how the funding allocated to support SEN/D has been employed.

Equal Opportunities and Inclusion

Through all subjects we ensure that Ramsbury Primary School meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENCo and individual teachers to ensure all children have equal access to succeeding in this subject. Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

All children will be given full opportunity to be included into the daily activities of the school community, including school visits. Risk assessments and procedures are in place to enable all children to participate. If it is deemed that a child needs one to one support then resources and appropriate provision will be allocated.

Concerns/Complaints

If a parent feels that Ramsbury Primary School has not met his or her child's educational needs, they should:

- (i) discuss their concerns with the class teacher;
- (ii) consult with the SENCo if their concerns continue;
- (iii) finally, consult with the Head Teacher and/or the Governing Body.

All meetings will be detailed, dated and recorded in the SEN/D register.

Transition Arrangements

Information such as school reports, My Support Plans and Education Health Care Plans will be sent to a child's new school as requested. Where appropriate a telephone call will also be made.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015)

Contact details

Polly Mayer, SENCo

email address: admin@ramsbury.wilts.sch.uk