



ROSEBROOK PRIMARY SCHOOL

SEND policy

Policy implemented:	September 2018
Approved by Governors :	December 18
Next Review Date:	December 2019

Special Educational Needs Policy

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Details of the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find details of Stockton's SEND Local Offer on website:

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The school offer is detailed on the school website

<http://www.sbcschools.org.uk/rosebrook/index.php?id=27440>

1. Introduction

Rosebrook Primary School has a named SENCo who is undertaking additional qualifications and a named Governor responsible for SEN. They ensure that the Rosebrook Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014).

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavors to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

Special Educational Needs falls broadly into 4 categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

2. Aims

Rosebrook Primary School aims to meet the needs of every child so that they can achieve their intellectual, spiritual, moral, social and physical potential.

3. Responsibility

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

4. The Role of The SENCo

The SEN Coordinator (SENCo) responsibilities may include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing SEN learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the School Register.

5. The Duty of The Governing Body

The school's governors have important duties towards pupils with special educational need.

The Governing Body must: -

- Do their best to secure that the necessary provision is made for any SEN pupil.
- Secure, that where the headteacher, or appropriate governor, has been informed by the LA that a pupil has SEN and that those needs are made known to all who are likely to teach the child.
- Secure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEN.
- Consult the LA as the appropriate funding authority, and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Report annually to parents on the school's policy for pupils with SEN.

Ensure that the pupil joins in the activities of the school together with pupils who do not have SEN, in so far as 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.

6. Outside Agencies

There is a range of knowledge and expertise for school to consult with, available for access through the SENCo including:

- Educational Psychologist
- Education improvement service
- Hearing Impaired Service.
- Visually Impaired Service.
- Speech and Language Therapy Service.
- School Nurse
- Physiotherapist, occupational therapist etc.
- Outreach workers from special schools
- Play therapy and counselling

In addition, the SENCo and teachers will work with health visitors, social care services, Attendance Officer etc. is carried out where appropriate. School makes use of EHA to identify and support unmet needs.

7. Graduated approach

In order to support with special educational needs, Rosebrook Primary School adopt a graduated response.

a) Quality First Teaching

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters 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.

A variety of sources of information are drawn upon to establish a clear analysis of pupils, this includes:

- Teacher assessment and experience of the pupil;
- Pupil progress and attainment;

- Individual development in comparison with national age related expectations;
- The views of the parents;
- The pupils' own views;
- Advice from external agencies if appropriate.

b) SEN Support

Where it is determined that a pupil does have SEN, parents will be formally consulted and the child's name will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. A profile of the child's strengths and needs will be created and targets identified. The support plan will record that which is additional to, or different from, the differentiated curriculum and will usually focus upon three or four individual targets that match the child's needs- the school use a system called EduKey to create these plans. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action. Wherever possible, the child will also take part in the review process and be involved in setting the targets. Parents and staff must sign the support plan and they must be reviewed half termly.

c) Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent or other professional. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

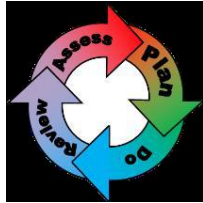
The application for an Education, Health and Care Plans will combine information from a variety of sources including: parents, teachers, SENCo, social care, health professionals. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

All EHC plans must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCo of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

8. Process

The "Assess, Plan, Do, Review" cycle at the heart of everything SEN(D) provision.



a) Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

b) Plan

Planning will involve consultation between the teacher, SENCo, parents and where appropriate the pupil to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

c) Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

d) Review

Reviews of a child's progress will be made informally on a regular basis and formally termly. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENCo and parents will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

9. Transition

The appropriate staff in school, usually SENCo/class teacher/teaching assistant will meet to discuss a child's special educational needs with the secondary SENCo and appropriate specialist services prior to transfer to set in place any specific arrangements to assist their smooth transition.

Planning for transition to secondary school takes place in the autumn term in year 5. It will then be possible for the parents to visit secondary schools and to consider appropriate options.

10. Inclusion

The school will do its best to include all children with SEN and allow them access to the full range of school activities including trips offsite and residential activities. All out of school activities are open to all children.

The ASD Support Class, which is hosted by the school for the LA, will integrate the children from the class into mainstream classes when it is seen to be in the best interests of the child. Further information may be found on the school website.

<http://www.sbcschools.org.uk/rosebrook/index.php?id=27440>

Useful resources/ visual supports are also available to download.

<http://www.sbcschools.org.uk/rosebrook/>

11. Resources

Many of the resources normally found within each class are appropriate, or can be adapted, to meet the needs of children who appear on the SEN register. There is a selection of additional resources/activities available to develop specific skills.

Staff from the ASD Support Class, are seen as a valuable resource, as are the support assistants employed in both key stages. Staff are trained in the use of visuals and these are used throughout the school. The visuals we use are the same throughout all key stages to ensure continuity.

12. Safeguarding

Keeping Children Safe in Education 2018 clearly identifies children with special educational needs and/or disabilities as a group of children who are more likely to require additional support and can face additional safeguarding challenges. As a school we appreciate that additional barriers can exist when recognising abuse and neglect with this group of children. Keeping Children Safe in Education 2018 states that these can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, we provide additional support for children with special educational needs and/or disabilities.

13. Evaluation of the Policy

The success criteria against which the policy will be evaluated are as follows:

- The children will be more confident and motivated and will have improved self-esteem.
- There will be an improvement in concentration span.
- There will be an observable, measurable increase in the children's attainment e.g. levels, a rise in percentile level, improvement in the number of key words known etc.
- Teachers will be more confident in identifying children with SEN and the implementation of appropriate targets.
- Improvement made against specific criteria as outlined.
- Teachers will be more willing to approach the SENCo for advice.
- Teachers and parents will feel more confident when talking about children's needs.
- An increased usage of available SEN materials.
- Removal of children from SEN register.

14. Complaints Procedure

Complaints about SEN will be dealt with in the same way as any other complaints about the school. Please see the Parental Complaints policy which can be found on the school website.