



SEND POLICY

Written by	S Mackintosh
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Key Roles and Responsibilities - SENDCO

The SENDCO has day to day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have an EHCP. The SENDCO co-ordinates arrangements with the class teacher regarding those pupils with SEN or a disability.

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Context

This policy complies with the statutory requirement laid out in the Special Educational needs and Disabilities (SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014 and associated regulations
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Working Together to Safeguard Children (2013)
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Accessibility Plan
- Teachers Standards 2012
- The National Curriculum

Definitions of SEN:

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.

Aims

This policy is to ensure that all children have the opportunity and support to enable them to access an appropriate curriculum and reach their potential.

The aims of this policy are:

- To ensure that we are an inclusive school, where everyone is valued irrespective of gender, colour, creed, race, religion or ability.

- To ensure all children have equal opportunities.
- To maintain the self-esteem of children identified with SEND, so that they become confident individuals.
- To provide children with realistic and ambitious targets, discussed and agreed with parents.
- To fully engage and liaise with all stakeholders, including parents.
- To familiarise new staff with SEND procedures, ensuring all staff identify and minimise barriers to learning.
- To prepare children for their next steps, including transition to their next school.
- To support all children to meet or exceed the high expectations set for them based on their age and starting points.

Objectives

Staff members seek to:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and other early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress. Parents will be asked to provide feedback and suggestions on SEND procedures in our school to ensure we continually improve our practice.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS) and Occupational Therapy.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.
- Deliver a programme of training and support for all staff working with our children with Special Educational Needs and Disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.

Identifying Special Educational Needs

Many children and young people will have SEN of some kind at some time during their education. Some children will need extra help for some or all of their time in education. If it is felt that a child may have Special Educational Needs, additional intervention will be provided whilst these needs are identified using a range of assessments or observations. Our SENDCO and class teachers, through pupil progress reviews, seek to identify children making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly lower than that of peers starting from the same baseline

- fails to match or better the children’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

(SEN Code of Practice, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Children and young people with SEN may need extra help because of a range of needs.

The 0-25 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 English or Maths.
- 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 law says that ‘children and young people do not have learning difficulties *just* because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.’ *(SEN guide for parents, DfE, 2014)*

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At RMS, we identify the needs of children by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

At RMS we will also consider areas that are not SEN but may impact on progress and attainment;

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (English as Additional Language)
- Being a Looked After Child

We will provide differentiated curriculums for individual pupils, this is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.’ *(Special Educational Needs Code of Practice, 2014)*

At RMS we will endeavour to ensure all pupils are supported with good or outstanding teaching.

When making decisions about SEN or disabilities, we will;

- make sure that children and their parents participate as fully as possible in decisions that affect them
- have regard to the views, wishes and feelings of children and their parents
- provide support to children and their parents/family so that children do well educationally and can prepare properly for adulthood.

If it is agreed that a child may require SEND support, more specialised assessments may be required for a FEW children. These may include external agency assessments including; CAMHSs, Educational Psychologists, Behaviour support, Speech and Language, Occupational Therapists.

Once it is agreed that a child requires Special Educational Needs support, our graduated response and the Assess, Plan, Do and Review cycle will be followed.

A Graduated Approach to SEN Support

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. The class teacher is responsible for ensuring they provide quality first teaching, through differentiation and personalised planning matched to the child's needs and strengths.

This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Pupils with additional SEND needs are supported through this approach. However, for children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) will be considered.

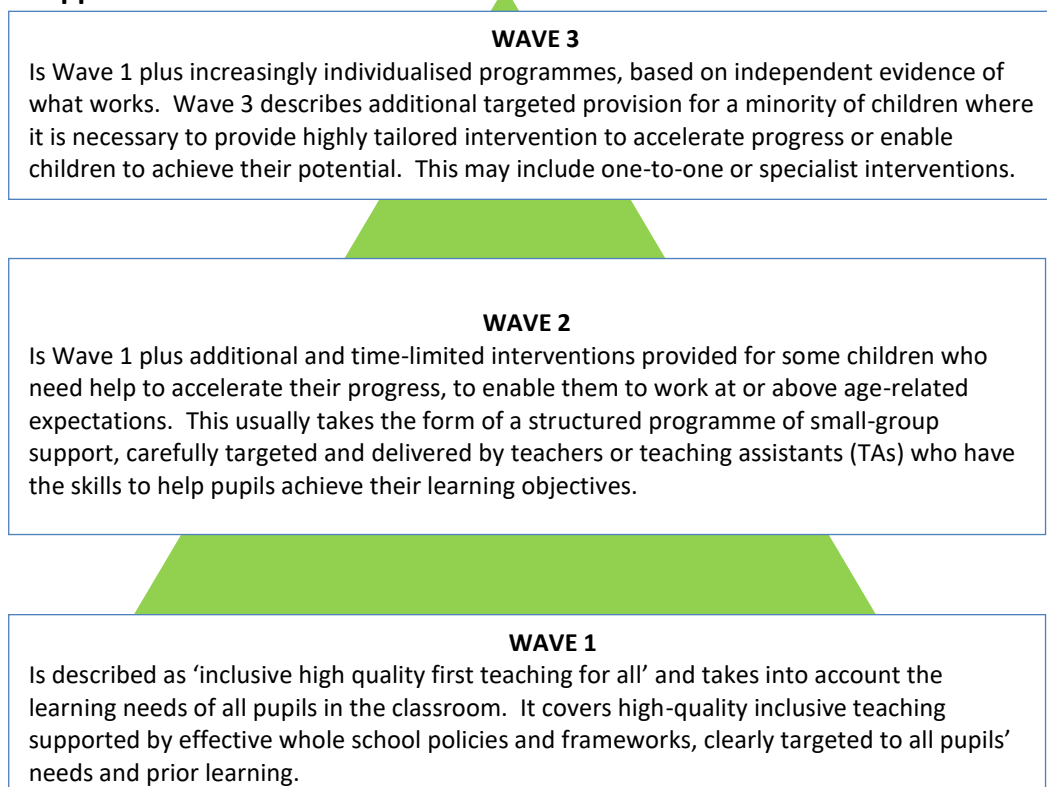
The four stages of SEN support are

- 1) Assess:** A child's difficulties will be assessed so that the right support can be provided. This will include, for example, asking what parents think, talking to professionals who work with a child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet a child's needs. That might mean getting advice and further assessment from another professional such as an educational psychologist, a specialist teacher or a health professional. Throughout this time we will closely monitor the progress of the child.
- 2) Plan:** We will agree, with parental involvement, the outcomes that the SEN support is intended to achieve – in other words, how a child will benefit from any support they get. All those involved will have an opportunity to express their views in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.
- 3) Do:** We will put the planned support into place. The class teacher remains responsible for working with the child on a daily basis, but the SENDCO and any support staff or specialist teaching staff involved in providing support will work closely to track a child's progress and check that the support is being effective. The SENDCO will ensure staff working with children with additional needs are appropriately trained.
- 4) Review:** The support a child receives will be reviewed at the time detailed in the plan. Working with the families concerned, we will then decide together if the support is having a positive

impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made. Class teachers are responsible and accountable for the progress and development of the pupils in their class.

At each stage of the review, we will consider if the child's needs can now be met without SEN support or if an Education, Health and Care Plan is now needed.

Waves of Support



What is an Education, Health and Care Plan (EHCP) for?

The Right Provision at the Right Time (*Surrey County Council, April 2014*) identifies who an Education, Health and Care Plan is for;

'Despite high quality teaching and purposeful intervention, through the school based local offer, a small number of children and young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes. The arrangements required to be put in place in order for children/young people to progress would be beyond those available through the school based local offer.'

Parents and carers are invited to be fully involved in all of the above procedures and processes.

SEND Support Arrangements

Where special educational needs have been identified, support is provided through the graduated response (Assess, plan, Do, Review) and recorded within a SEND Support arrangements. The SEND support plan is developed through a cycle of reviews and starts with a Person Centred Plan (a one page profile) and Individual Support Plans (ISP). The SEND support plan will set out the child's strengths and areas of difficulty, relevant background information, involvement from support that will be provided.

Additional support can take many forms. This could include:

- differentiation and personalised learning through quality first teaching.
- a specific learning programme for your child.
- extra help from a teacher or TA.
- small group work
- observing your child and keeping records
- supporting your child to take part in the class activities
- making sure your child has understood by encouraging them to ask questions or explain their thinking
- supporting your child with physical or self help tasks such as eating, toileting or dressing.

Interventions and support are time bonded. The amount of support and duration (number of days or weeks) will be set out in the Individual support plan and reviewed regularly.

Criteria for exiting the SEND Register

A child will only be removed from the SEND register following a discussion with key staff and parents. Evidence would need to prove that the impact of additional provision had consistently impacted positively on the child's progress and attainment. The child would continue to be monitored by the class teacher to move their attainment to that of meeting or exceeding age expectation.

Working in partnerships with parents

At RMS we believe that a close working relationship with parents is vital in order to ensure identification and assessment of SEN leading to appropriate intervention and provision.

In order to have a true partnership with parents we:

1. Value parental support and involvement at all stages.
2. Listen to parents without prejudice.
3. Are always truthful and realistic but also sensitive.
4. Ensure that all parents have equal access and entitlement.
5. Ensure an open door policy to the class teacher and SENDCO at appropriate times.
6. Ensure that parents understand that there is no stigma attached to SEN.
7. Ensure that other agencies show targets for the child and state the additional provision needed
8. Respect a parent's right to identify SEN in his/her child and for the school to respond.

Supporting Pupils with Medical Conditions

At RMS we recognise that children 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 an Education, Health and Care

(EHC) plan which brings together health and social care needs, as well as their special educational provision when the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND

Children on the SEN register have an Individual Support Plan (ISP), as part of their SEND support plan, where provision and desired outcomes are clearly identified. These are written by their class teacher and/or SENDCO, reviewed regularly and agreed with parents at parent/teacher consultation meetings or at a separately arranged meeting.

If a child has an Education, Health and Care Plan their targets are reviewed annually at their Annual Review meeting. This is in addition to their termly ISP reviews. Parents, Class Teachers and any outside agencies are involved in this process where the child's progress is reviewed and desired outcomes are agreed.

Monitoring

The SENDCO, will monitor the implementation of the school's SEND policy throughout the year gathering information on the provision of support children receive and the impact and progress they make.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Related Key Documents

Equality Act 2010(Contents page)	http://www.legislation.gov.uk/ukpga/2010/15/contents
Special Educational Needs Code of Practice:0-25 years	https://www.gov.uk/government/publications/send-code-of-practice-0- to-25
SEND: guide for parents and carers	https://www.gov.uk/government/publications/send-guide-for-parents- and-carers
Supporting pupils at school With Medical conditions	https://www.gov.uk/government/publications/supporting-pupils-at-school- with- medical-conditions--3
Keeping children safe in Education	https://www.gov.uk/government/publications/keeping-children-safe-in- education
National Curriculum 2014	https://www.gov.uk/government/publications/national-curriculum-in- england- framework-for-key-stages-1-to-4

Glossary Of Terms Used In SEND Policy

CAMHS - Child and Adolescent Mental Health Service

Dfe - Department for education

EHCP - Education, Health and Care Plan

ISP - Individual Support Plan

SEN - Special Educational Need/s

SENDCO - Special Educational Needs & Disabilities Coordinator

SEND - Special Educational Needs and Disabilities