



SEN Policy

January 2015 (Review date Jan 2018)

Ethos

The school identifies a special educational need as:

- a significantly greater difficulty in learning than the majority of others of the same age
- a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for other children of the same age as defined in accordance with the 2014 Code of Practice
- a child who shows aptitude or ability that far exceeds that of the majority of children of the same age.

Children have special needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. 'Special Educational Provision' is educational or training provision that is additional to or different from the provision made generally for children of the same age.

Russell Hall Primary School recognises that there are children who may have Special Educational Needs (SEN) throughout, or at a particular time during, their school life. It is the policy of the school to identify, recognise and provide for that need in the most appropriate way, given that the wide diversity of needs requires access to a similarly wide variety of provision.

This policy has been formulated with reference to the Children and Families Act 2014, SEND 0-25 Code of Practice 2014; Equality Act 2010: advice for schools (DfE 2013), Schools SEN Information Report Regulations (2014), Statutory Guidance on Supporting pupils at school with medical conditions (April 2014), the National Curriculum in England Key Stage 1 and 2 Framework (2013) the Schools and Children's Services Directorate Policy for SEN, the DDA and the Special Needs and Disability Act (SENDA 2001).

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

2. AIMS

- to ensure that pupils' educational needs are identified at the earliest opportunity.
- to ensure a shared responsibility for identifying and assessing a pupil's need
- to give every pupil the opportunity to experience success in learning and to achieve as high an individual standard as possible
- to enable all pupils to participate in lessons fully and effectively
- to record progress and recognise achievement
- to value and encourage the contribution of all pupils to the life of the school
- to encourage effective and supportive links with parents
- to maintain regular communication with the SEND governor
- to work closely with external support agencies, where appropriate, to support the needs of individual pupils

3. POLICY

Role of the SENCO

The SENCO has the delegated responsibility for the day to day management and co-ordination of special needs provision throughout the school and will:

- co-ordinate academic intervention
- be responsible to the Head for children with Special Educational Needs
- ensure all staff are aware of the school's policy for SEND
- identify, in consultation with the staff and with respect to existing school profiles, pupils with Special Educational Needs and Disability
- liaise with, offer advice and support to colleagues to ensure high quality teaching for pupils of SEND by
 - a) establishing additional needs plans for individual children with suitable outcomes and targets, reviewed termly
 - b) preparing evidence for the Moderating Panel
 - c) writing educational advice
 - d) coping with individual children's needs in whole class situations
 - e) updating individual provision maps
- maintain the school's SEND register and oversee records of those children
- liaise with external support agencies and voluntary bodies
- manage a team of Teaching Assistants
- ensure that parents/carers are informed of their child's progress at termly review meetings
- contribute to the in-service training of staff
- liaise with Assessment Manager and HSLO re: vulnerable pupil audits and analysis of assessment data
- monitor how the individual needs of the children are met in the classroom
- maintain and review the SEND Policy, the schools Local Offer and SEN Information Report

Strategic Management

The SEN governor for the school is Mrs Charlotte Maxwell. She liaises with SENCO on a termly basis and reports annually to parents on the implementation of the policy for SEND.

Priorities for intervention/support for special educational needs are specified in the School Improvement Plan

A summary of the policy for SEND is included in the school's Local Offer and SEN Information report, school prospectus and School Profile. This includes details of special arrangements for pupils with EHC (Educational Health Care) plans or statements of special educational needs.

Admissions

The school's admission arrangements ensure that priority nursery places are allocated to those of nursery age with a special educational need or disability. Priority to children who are in receipt of an EHC plan or statement is given when it is both the wish of the child/parents and Local Authority (LA) that they attend and where Russell Hall Primary School is the named placement in the EHC plan. The only exception to this is where a cohort is deemed to be at full capacity with pupils with SEND.

No pupil will be refused admission on the basis of his or her special educational need or disability. In line with the SEN and Disability Act we will take all reasonable adjustments to provide effective educational provision.

Specialisms

We have support staff trained in

- Screening for visual processing difficulties

All teaching staff and assistants have had training in:

- Managing Additional Needs Plan's (setting SMART targets, implementation + review)
- Identifying and supporting pupils with dyslexia
- Helping children with speech and language difficulties
- Delivery of phonics
- Delivery of precision teaching

Facilities for Pupils with SEND

The school adheres to its and Equality and Cohesion Scheme in line with the DDA. Alterations to the building have been made in accordance with the Reasonable Adjustments Duty, wheelchair access can be facilitated. There are facilities in small areas throughout the school for small group and individual pupil work. We adhere to making any required changes to our buildings in order to meet the needs of all our pupils.

Resources

The school receives pupil premium as part of the individual school's budget together with a notional budget based on formula identified by the Local Authority. The SENCO works alongside the ICT manager to supply appropriate ICT resources which are accessible by SEND pupils.

Identification, Assessment and Review

The school follows the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) with regard to the identification, assessment and review of pupils with special educational needs. The school identifies such needs as early as possible using a graduated response as outlined in the SEND code of practice. Where pupils are transferred to Russell Hall from other mainstream settings we aim to identify SEN within one half term, using previous school records and internal assessments. Parents' concerns regarding a pupil's educational, health or care need can be discussed with the class teacher at any convenient time.

To do this teachers use a range of assessments:

- EYFS Profile and Development Matters
- Age related word lists (Identified within the KS1 and KS2 National Curriculum)
- Benchmarking
- Assessment for learning
- SAT's results
- PIVATS
- Phonic screening
- Teacher assessment

Detailed provision mapping monitors and evaluates the impact of the intervention and ensures that pupils with SEND are rigorously assessed and monitored. Pupils who have failed to make the expected progress despite targeted support and intervention continue to be closely monitored and on the basis of accumulated evidence are placed on the SEND register. The needs are matched against the LA Range model and this is recorded on the SEN register. Parents are consulted throughout this process.

SEN Support and the graduated response

At this stage an Additional Needs Plan/Individual Education Plan (ANP/IEP) is drawn up in consultation with parents and, where appropriate, the pupil. The additional needs plan allows for close monitoring of progress towards short-term SMART targets and outcomes, agreed with pupil and parent, which are continuously reviewed by the teacher and reviewed termly by the SENCO. Provision and intervention will be closely monitored and the impact of the support will be reviewed. As part of the graduated response it may be necessary to seek advice and support from external agencies if the pupil requires alternative, more personalised teaching strategies. Additional needs plans will be adapted reflecting the advice from the different agencies and reviewed as part of the review process. If, after two formal review meetings with the Inclusion Manager a pupil fails to make expected progress despite a high level of intervention and personalised support then a decision may be made to request an Education Health Care Plan. Parental consent must be given before such a decision may be made.

On gathering all relevant advice about a pupil's progress the Authority may issue an Educational Health Care (EHC) Plan outlining outcomes to aspire to and additional provision to be provided.

All class teachers have access to the Code of Practice. Also their own file contains a list of SEN pupils in the class and any additional information.

Review meetings

Review meetings are held termly for all pupils on the SEND register. Parents are invited to attend as well as the class teacher and teaching assistant. Representatives from external support agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new ANP/IEP, the class teacher will file a copy in the class SEN file giving access to all adults who may work with that child. This is then reviewed by the Inclusion Manager. A copy of the ANP/IEP is sent to parents following the meeting.

For pupils with a statement of special educational need or EHC plan an Annual Review is also held to review progress towards outcomes outlined in the statement or EHC plan. A copy of the review report is sent to all invitees, including parents, and the Schools and Children's Services Directorate, and any external agencies.

The SEN Register

In addition to the results of the termly reviews the SEND register is updated before the end of each term. Class teachers may at any time nominate additional pupils to be placed at SEN Support. In order to do this; the following evidence will be used:

- results from any curriculum tests
- evidence of strategies already in place and the impact the strategies have had
- day-to-day assessment
- a piece of unaided independent writing
- other relevant information e.g. medical, family circumstances etc.
- evidence of intervention strategies that the child has attended and the impact the intervention has had
- record of discussions with parents and carers
- child's own views

Curriculum

Wherever possible pupils are taught alongside peers and have access to a differentiated, broad and balanced curriculum with personalised needs identified in planning documents and additional needs plans. The Leadership Team monitoring and evaluation places an emphasis on monitoring the provision made for pupils with SEND teachers' planning on a weekly and half-termly basis. This is to ensure that the curriculum is sufficiently differentiated to meet the needs of pupils with SEND. If necessary, pupils are withdrawn for individual, small group work or additional intervention strategies but the predominant mode of teaching is within the classroom setting. Careful consideration is given to ensuring that curriculum entitlement is met overall.

Integration

Pupils with SEND are offered equal opportunities to participate fully in the life of the School. They are included, wherever possible, as active participants in school trips and other social activities such as discos, after school clubs, musicals.

Complaints

The school works, in partnership with parents to ensure a collaborative approach to meeting pupil needs.

Complaints about SEND should be made, in the first instance, to the Head Teacher who will inform the SENCO and class teacher. If parents still remain dissatisfied they should seek a further meeting with the Head. They also have a right to complain to the governing body of the school, which is in line with the school's complaints policy.

Parents have the right to address their complaint to the LA if they have a complaint about the LA's Education Health Care plan procedures.

Continuing Professional Development

CPD opportunities will be provided in line with an analysis of needs linked to the implementation of the school's SEND policy and Additional Needs Plan's (setting targets, implementation and review). A SEND curriculum audit (linked to the Teaching Standards) is completed annually; the results of which inform the School Improvement Plan and the schools appraisal system. The Inclusion Manager also attends the SENCO meetings offered by the Authority and any that arise as part of the Great Heights Cluster.

External Support

The school also liaises with other organisations to assist in meeting the needs of pupils with SEND. These are:

- School nursing team
- Speech and Language Service
- Occupational therapy
- Educational Psychology
- BESD team
- Cognition and Learning team
- Early Years Team
- Virtual Schools
- CAMHS
- Bradford Parent and Young People's Partnership Service

Liaison with Parents

The School endeavours to secure close liaison with parents of pupils with SEND. Parents are welcome to discuss pupil progress with the class teacher or SENCO at any mutually convenient time. The school website is being adapted to aid communication further and a text message service is used to remind parents of important meetings. The school publishes details of its local offer on the website so that all parents can access information regarding the schools services.

If the class teacher has an initial concern about a pupil's progress then parents will be invited in for a discussion with the teacher at the earliest opportunity and will continue to be informed of strategies to help their child.

If a decision is being considered to move a pupil to SEN support then parents will be invited to share their views with the class teacher and Inclusion Manager. Parents' views will be sought when a pupil's additional needs plan is drawn up and suggestions as to how these can be supported at home will be given. For children who are at SEN support the parents are invited to each termly review and their comments are recorded.

In terms of an Annual Review, parents' comments are sought prior and/or during the review meeting and are then incorporated into the final report. Communication with parents of all SEN children is not only encouraged but seen as a vital strategy to supporting those pupils throughout their schooling at Russell Hall Primary School.

Transition Arrangements

Annual reviews for pupils with a statement or EHC plan are held, where possible prior to the summer term. The appropriate secondary school's SENCO is invited to the annual reviews and termly SEN support reviews. Additional transition arrangements may be made at these reviews e.g. extra visits etc.

A transition form is completed for each pupil showing details of education attainment and placement at SEN support or above.

Copies of statements/EHC plans and pupils' most recent additional needs plan are forwarded directly to the appropriate SENCO before the end of each summer term to ensure a smooth transition.

Conclusion

Russell Hall aims to meet the needs of all its pupils. For those with Special Needs, be they educational or otherwise, the school strives to meet these needs through co-ordinated intervention that encompasses;

- 1) A positive approach from all staff to ensure the delivery of the National Curriculum at all suitable levels whenever possible
- 2) The adherence to the National Code of Practice for Special Educational Needs
- 3) A partnership with parents

The SENCO has, and will, continue to attend relevant in-service training LA courses appertaining to the Code of Practice and Government Legislation and will disseminate information to all staff as and when appropriate.

Revised and amended in line with all legalisation.

January 2015

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