

Roselands Primary School **Special Educational Needs and Inclusion Policy.**

SENCO – Marian Lamport (NASENCo award)
Member of the Senior Leadership Team.
Alison Heal is the named Governor for SEND and Inclusion.

In September 2016 we joined with the John Warner School and The Cranbourne School to form the Hoddesdon Multi Academy Trust.

At Roselands Primary School, we are committed to offering an inclusive education to all children in order to meet their needs. We are an Inclusive school serving families from the local community. We believe that every child is entitled to a high quality education delivered at a level appropriate to their needs regardless of sex, disability, race or social and cultural background. We believe that every teacher is a teacher of every child including those with SEND.

This policy should be read in conjunction with the School Offer (SEN Information Report).

Compliance.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents.

- Equality Act 2010;
- SEND Code of Practice 0 – 25 (September, 2015);
- Schools SEN Information Report Regulations (2014);
- Hertfordshire Local Offer;
- Statutory Guidance on Supporting pupils at school with medical conditions (April, 2014);
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards.

Defining Special Educational Needs and Disabilities (SEND).

The term 'special educational needs' has a legal definition. Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Some children may have physical disabilities which impact on their education. These children may need extra or different provision from that given to other children of the same age.

Children with SEND may need extra help because of a range of needs, such as thinking or understanding, physical or sensory difficulties, emotional and behavioral difficulties, or difficulties with speech, language and communication or how they relate and behave with other people.

At Roselands Primary School we aim to:

Embed and develop the facilities available for all pupils. We recognise the importance of ensuring that we have a duty

- Not to treat disabled pupils less favourably; and
- To make reasonable adjustments so that disabled pupils are not put at a substantial disadvantage.

As a result we endeavour to consider in advance any 'reasonable adjustments' that may be required and that are feasible. (See also Accessibility Policy).

In order to facilitate this we aim to:-

- identify pupils with special educational needs and disabilities and ensure that their needs are met;
- ensure that children with special educational needs and disabilities are able to participate in all the activities offered by the school;
- ensure that all learners, with the appropriate support, are able to achieve their full potential;
- ensure parents are informed of their child's special educational needs and provision and that there is effective communication between and involvement of parents with the school;
- promote and develop effective partnership with external agencies and professionals as appropriate for each individual child.

Objectives

We will provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate.

Identification and Assessment of Special Educational Needs and Disabilities.

In the Code of Practice 2015 four broad areas of need are identified and planned for. They are:-

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

We recognise that there is a 'continuum of special educational needs' within these areas. As a result we are committed to early identification of SEND and adopt a graduated response to meeting SEND in line with the Code of Practice 2015. This is regularly monitored and reviewed in order to ensure that appropriate strategies and resources are implemented.

It is important to note that if the school has evidence that a pupil is making insufficient progress despite appropriate support and intervention at School Support, it may be necessary to seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved from the beginning and kept informed about the involvement of external agencies and proposed interventions.

Any additional support that is required to enable the child's needs to be met will be recorded on the schools provision map. The child may also have an IEP.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay close attention to the provision for and the achievement of different groups who are not necessarily children with SEN but with a variety of possible needs:

- Attendance and punctuality;
- Health and welfare;
- English as an Additional Language (EAL);
- Being in receipt of Pupil Premium;
- Being a looked after child;
- Being a child of a Serviceman/woman;
- Young carers;
- Any learners at risk of disaffection or exclusion.

A Graduated Approach to SEN Support.

At Roselands we use the graduated response to meeting SEN in line with the Code of Practice 2015. Children are only identified as SEND if they do not make adequate progress once they have had appropriate interventions and reasonable adjustments made to meet their individual needs. This includes quality first teaching by all members of staff.

All teachers remain responsible and accountable for the progress of pupils in their class and they monitor the impact of interventions which are implemented by support staff. All interventions and progress is recorded on class provision maps which relate to the whole school provision map.

All teaching is differentiated as appropriate for individual pupils and this is a first response to a child who has been identified with possible SEN.

Interventions are used to support classroom teaching and quality first teaching.

When a pupil has been identified as having a Special Educational Need the school uses the ASSESS – PLAN – DO – REVIEW cycle as presented in the Code of Practice. Using this approach children's progress is carefully monitored and recorded. The information is important when a child needs to be referred to external agencies for assessment. The SENCO will refer and liaise with the external professionals and involve parents at all stages through written communication and attendance at meetings.

The school regularly reviews the progress of all pupils to ensure they are making progress and can be given appropriate support if this is not the case. Both formal assessments and teacher assessments are used to monitor progress and inform decisions.

Managing Pupils Needs on the SEND Register.

All pupils who have been identified as having SEND are recorded on the school's SEN register which is regularly reviewed and updated by the SENCO following discussions with class teachers and parents. Children on the SEND register are reviewed at Pupil Progress meetings and the provisions made for them reviewed and amended as appropriate. If a child continues to experience difficulties and the provisions made are not addressing the issues external advice is requested to support the school and ensure appropriate provision can be implemented. When external support is requested a single service request is made with the full involvement of the parents.

Some individuals will have needs which cannot be met using the school's budget and Exceptional Needs Funding can be applied for by the school to provide funding for a variety of resources to meet the needs of these children.

Education, Health and Care Plans.

When a child is identified as having a significant need they may be assessed for and issued with an Educational, Health and Care plans which involve a variety of professionals to ensure all the needs a child has are catered for within one document. The EHCP replaces the Statement of Special Educational Needs and is a statutory document.

An annual review will also be held for pupils who have an EHCP and those with a Statement of SEN will be converted to an EHC Plan by the authority in line with government requirements and timescales. During this time the child's progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority. The EHC Plan will be updated in line with the child's current progress and achievements. If a pupil makes sufficient progress, and in agreement with the parents, and an EHCP is no longer required, recommendations for the child to be placed at School Support will be made and the EHC Plan will be ceased.

Supporting pupils and families.

At Roselands Primary School we believe that parents/carers are an integral part of meeting the needs of the children and as a result we are committed to working in partnership with all parents/carers.

The school has links to Hoddesdon and Broxbourne Settings which is a parental support service. They provide practical advice for parents and are based at Wormley primary school. They can be contacted on 01992 303331 option 5 or www.habsfamily.co.uk

In order to support parents Hertfordshire has produced a local offer which explains to parents services which they can access across Hertfordshire to support their children's needs. This can be accessed at

www.hertsdirect.org/localoffer. The school has also produced an SEN information report which explains the approach taken to SEND within the school and the provisions available to support children within the school. This is available on the school website.

Links with Support Services

We value the opportunity of working with a number of external support services. We also believe that external support services play an important role in helping the school identify, assess and make appropriate provision for pupils with SEND. As a result we are committed to working closely with other agencies/professionals, once parental consent has been sought.

- The school receives regular visits from the nominated Education Welfare Officer for the MAT.
- The school has regular contact with the school nurse to enable us to be fully able to deal with the medical needs of children.
- The school may seek advice from specialist advisory teaching services for children with communication and interaction difficulties, hearing impairment, visual impairment, sensory impairment, physical difficulties, challenging behaviour and learning disabilities.
- The speech and language therapist contributes to the reviews of children with significant speech and language difficulties
- Multi-agency liaison meetings, with representation from Social Care, Children's Services, Health, CAMHS, Step 2 and the Educational Psychology Service are held as necessary to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Recommendations made by an external professional are shared with all relevant members of staff and parents/carers.

Transition periods.

We recognise that transition is an important part in a child's life and that additional support may be required for pupils with SEND. As a result we aim to ensure that suitable transition arrangements are in place. This includes:

- When a child moves year group;
- When a child moves class;
- When a child moves Key Stage;
- When a child leaves our school and begins at a new one;

When pupils are due to transfer to another phase, a transition review will take place in the year prior to transfer. Advanced planning for pupils with EHC Plans in Year 5 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school to ensure they have all relevant information and are able to support any needs the child may have.

Supporting Pupils with Medical Conditions.

The school recognises that pupils with medical conditions may require extra support. All pupils with a medical condition have an individual Health Care Plan which all staff are made aware of to ensure their medical needs are met at all times. See also the schools Medical Provisions Policy.

Some pupils with medical needs may also have SEND and may have an EHCP which brings together educational, health and social care needs. This provides an integrated approach to their needs involving all agencies working together.

Admissions:

Roselands Primary School's admissions policy reflects the LEA admissions criteria which has due regard for the guidance in the SEN Code of Practice (2015) and the Equality Act (2010).

In order to ensure that school can effectively plan to meet to the needs of all the pupils, parents and carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that informed consultations can take place.

Monitoring and evaluation of SEND.

Class teachers monitor the progress of all children and use the information to inform the teaching programme for all children matching their provision to the needs of the children.

We analyse data regularly during pupil progress meetings where pupils with SEND are discussed and their progress monitored closely. Provision is evaluated and continued or amended as appropriate.

In addition to this there are termly learning walks with the SEN Governors which enable us to evaluate our practice and develop provision appropriately. Provision is in line with the Code of Practice 2015.

There are termly meetings between the SENCO and the SEND governors to monitor the progress of pupils with SEND and the impact of the provisions in place.

Training and resources.

SEN is funded through the schools delegated budget. Some children who have exceptional needs may also be funded through Exceptional Needs Funding which is applied for on a termly basis to meet the needs of children who require additional support not available within the normal school provision. Staff receive additional training as required to meet the needs of all the children within the school.

At Roselands Primary School we recognise that it is the responsibility of all members of staff to meet the needs of all children. The school and class provision maps detail any special arrangements required, including, the use of key adults to meet a child's needs.

At Roselands Primary School we recognise that it is important for all members of staff to undertake Continued Professional Development to increase their knowledge and understanding of all areas of teaching and learning, including SEND. In order to maintain and develop the quality of teaching and provision to respond to the needs of all the pupils, all staff are encouraged to undertake training and development.

The school's SENCO regularly attends the Local Authority's network meetings in order to keep up to date with the local and national updates in SEND.

The SENCO networks with other SENCOs to share good practice to make the best provision for pupils with SEND within school.

Roles and Responsibilities.

- SEN Governor oversees the development of the SEN policy and the provision made for SEN – Mrs Alison Heale.
- Designated Teacher for Child Protection – Mrs Jane Carson.
- Designated Teacher for PPG/CLA – Mrs Jane Carson.
- The SENCO oversees the day to day implementation of the SEND and Inclusion Policy and the coordination of provision for children with Special Educational Needs – Mrs Marian Lamport.

The Role of the SENCo.

- Overseeing the day-to-day running of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with and advising class teachers;
- Overseeing the records with children with SEND;

- Liaising with the parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with external agencies including health, social services and voluntary agencies.

Accessibility

See Accessibility policy.

Complaints Procedure.

- If a parent/carer has a concern or complaint about the provision made for their child they should discuss their concerns with the class teacher and SENCO in the first instance. If their concern or complaint is not resolved then they should consult with the head teacher.
- If the concern or complaint cannot be resolved appropriately within 10 working days the parent/carer can submit a formal complaint to the head teacher in writing or other accessible format and the head will reply within 10 working days.
- Any concerns or complaints which still remain unresolved at this stage will be managed according to the school's Complaints Policy.

Marian Lamport – September 2017.

Reviewing the policy

The policy is reviewed annually.

Mrs Jane Carson - Head teacher

Mrs Marian Lamport – SENCO

Mrs Alison Heale – SEN Governor

Appendix.

Whole School Provision Map.

Appendix.

Whole School Provision Map - 2017 - 2018.

<u>Area of Need.</u>	<u>Wave 1.</u>	<u>Wave 2.</u>	<u>Wave 3.</u>
<u>Cognition And Learning.</u>	Differentiated curriculum planning, activities, delivery and outcome. Visual aids and modelling. Visual timetables. Writing frames. Use of word processor. Focussed group work with CT/LSA.	ELS. Springboard. Booster groups. In class targeted support from CT/LSA. Hi-five. Sir Kit.	FFT. Max's Marvellous Maths. 1:1 literacy/numeracy support. 19 steps phonics programme. SpLD base planned interventions. EP advice and recommendations. Maths Box.
<u>Communication And Interaction.</u>	Differentiated curriculum planning, activities, delivery and outcome. Visual aids and modelling. Visual timetables. Use of symbols. Structured class and school routine.	In class support focussing on supporting speech and language. Small group activities to develop receptive/expressive language skills. Drama group.	Sp&L support from SALT. Input from ASD/EP service. Visual organiser. Alternative communication used - Makaton, pictures, symbols. ELKLAN programme.
<u>Social, Emotional, And Mental Health.</u>	Whole school behaviour policy with fixed choices. Whole school/class reward systems. Circle time.	Small group circle time. Group reward system. Circle of Support. Nurture group. Drama group.	Social skills training. EP advice and recommendations. PSB/RESC advice and programmes. Personal Support Plans. Individual reward system.

<u>Sensory</u> <u>And physical</u>	Flexible teaching arrangements. Staff awareness of medical needs and provision of support. VI/HI advice.	Additional keyboard practice. Additional handwriting practice. Access to additional equipment as recommended e.g. writing slope, triangular pencils, pencil grips. VI/HI advice.	Motor skills programme. Individual support as needed.
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