



Rushton CE (VC) Primary School

Happy Learning Together

Special Educational Needs Policy

Updated January 2016

(Review date: January 2017)

This Policy should be read in conjunction with the Special Educational Needs and Disability (SEND) Information Report

This SEN policy complies with statutory requirements laid out in the SEND Code of Practice 0 - 25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 - 25 years 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England primary / secondary framework document 2014
- Safeguarding Policy
- Accessibility Plan 2015-18
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Contact details

The name of the Senco is Sue Strong, who you can contact via the school office, telephone 01260 226303. Email: office@rushtonschool.staffs.sch.uk

The name of the SEN Governor is Ms Julie Goodfellow

Aims and Objectives of the polic

In our school, every teacher is a teacher of every child including those with SEN.

- All pupils have access to a broad and balanced curriculum.
- Pupils with SEND have a positive approach to learning and make good progress overall. The effective support they receive, both within and outside lessons enables them to access the same learning experiences as their classmates.
- Through our Special Educational Need policy and practice in this school we aim:

- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- 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.

What are special educational needs (SEN)?

A child or young person has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him /her.

A learning difficulty or disability is a **significantly greater** difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Code of Practice 2014)

The 4 broad categories of need are:

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

Some pupils make less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap (6.17)

What is **not SEN** but may impact on progress and attainment?

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- The class teacher has responsibility for the provision for the child on a daily basis. Where interventions are used (whether group or 1:1) the *teacher* still retains responsibility for progress.
- Teacher and TA work closely to plan and assess impact of support and interventions and how they are linked to classroom teaching
- The quality of teaching is monitored through a number of processes see SEND information report
- Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.

Our graduated approach to SEN support:

When children encounter a problem with progress -

- The response to their learning barrier will first be addressed through normal day to day classroom practise with high quality first teaching targeted to area of weakness. This will be differentiated to all including SEN
- Slow progress and low attainment do not necessarily mean SEN - there may be external influences: home life, bereavement etc
- This could be an indicator of a range of difficulties or differences.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Children who fail to make expected progress will be identified through the whole school assessment process. The teacher will discuss with the Senco and Headteacher any child who, despite targeted class interventions, does not make expected progress.

Children who are causing concern may also have more detailed, diagnostic assessments to identify specific areas of need. These include:

- Phonics: *Letters and Sounds*
- Reading: *Neale Analysis of Reading Ability*. This assesses accuracy, comprehension and rate of reading. It provides standardised scores, reading ages, diagnostic observations of reading behaviours and records qualitative information.
- Spelling: *SPAR* standardised spelling assessments

- Understanding of receptive language: *BPLVS* - this identifies delay in language development which may result in difficulties understanding the language of the classroom. This can be used with children as young as 3 years 9 months and therefore facilitates early intervention.

We will then apply the Assess Plan Do Review cycle including exit criteria

The process is a graduated approach

Assess - Plan - Do - Review - Assess - Plan - Do - Review

ASSESS

- Identifying the child as needing SEN support - 'in addition to/different from'
- Class teacher assessments to build a clear analysis of child's needs
- Parents involved

PLAN

- Pupil Plan to identify strengths and areas of need, record any additional or different arrangements being made including outside agencies; provide a brief overview of prior attainment, assessment and progress.
- Interventions, adjustments and support to be put in place
- Include expected impact
- Review date

DO

- Class teacher has responsibility for the provision for the child on a daily basis, where interventions are used (whether group or 1:1) the *teacher* still retains responsibility for progress.
- Teacher and TA work closely to plan and assess impact of support and interventions and how they are linked to classroom teaching
- Senco supports the teacher in further assessments, identification of strengths, weaknesses and the support needed.

REVIEW

- Review effectiveness of support and intervention and impact on progress (Evidence that they don't achieve is as relevant as any that they do - ie if they don't make it, it's not because they haven't had the input. Keep an attendance record eg over a 10 week programme)
- Teacher revises support (supported by Senco if necessary)
- Amend changes to support and outcomes to be achieved in consultation with parents and pupils

- School consider involving outside agencies if progress continues to be below expectations or if specific areas of need are identified

Funding for additional interventions

- In class support
- Specific additional interventions for target pupils. The first ten hours for each pupil is provided from the school's budget.
- Additional educational needs funding (AEN) will be applied for when specific pupils need criteria. This may or may not be linked to a pupil's Education Health and Care Plan or Statement.

External agencies and professionals can provide more specialised assessments and advice

- When there is clear evidence that two cycles of Assess, Plan, Do, Review have not resulted in accelerated progress
- When there is evidence that the child may be presenting with significant difficulties in one or more areas of learning
- This may be through the Special Needs Support Service (SENSS), the Educational Psychology Service, Behaviour Support Service, Autism Outreach. All services have their own criteria for involvement.
- Please note that health professionals and advice can also be accessed by school or by referring through the School Nurse service. This may include Speech therapy, Occupational Therapy, Physiotherapy or CAMHS.
- Other specialised health professionals can also be accessed to provide support for children with particular difficulties - such as hearing or visual impairment
- **Any professional from an outside agency will always meet the parent to discuss their concerns before meeting the child.**
- Multi-agency meetings including parents and Senco can be held in school. This joined-up working is usually beneficial to all involved.

Parental involvement is a requirement

- School will provide an annual report on progress
- Where a child has SEN, the teacher and Senco will talk to parents regularly at least 3 times a year. All parents will be invited to contact the Senco/class teacher at any time if they have queries or concerns between meetings.
- In line with the Code of Practise we will give parents sufficient time to explore their views and to plan effectively, setting outcomes, reviewing progress and support etc. These discussions will need longer than most parent consultation times.

- A record of this meeting will be kept showing outcomes, targets and support agreed. This will be shared with parents and a record kept in school. This may be recorded on IEP's/Pupil Plans.
- IEPs/Pupil Plans must be signed by parents

Managing Pupils Needs on the SEN register

Proposed SEN support will be discussed with the Parent, class teacher and Senco. All pupils will be included in discussions and target setting as appropriate (particularly older pupils).

Pupil Profile and Provision Plan (formerly IEP)

This will be a child-centred approach, including a pen portrait of what the pupil enjoys, is good at, as well as things they find more difficult and will be recorded on a Pupil Profile and Provision Plan.

The Plan will also give details of assessments, planning and delivering next steps/targets; recording provision and progress towards outcomes.

The Plan will include a termly review date and must be signed by parents and child.

A signed copy will be kept in school. The level of provision decided will be determined by the individual needs of the child taking into account pupil attitude as well as lack of attainment or progress

Details of the involvement of any outside agencies will be recorded on the Plan.

If additional funding is in place, such as AEN, the Plan will set out how this is used.

Supporting pupils and their families

Please see the SEND Information report regarding:

- Admissions and Transition arrangements
- Supporting children with medical conditions
- Specialist support services for pupils
- Parent support services
- Staff training and resources
- Local Offer and Staffordshire Market Place

Accessibility

We increase and promote access for disabled pupils to the school curriculum

- See Accessibility Plan and SEND Information report
- Barriers to learning are identified through testing; listening to pupils; listening to parents; creating individual plans
- Rushton is a physically accessible school. Individual pupils receive on-going support and advice for staff is available from Occupational therapy and the Hearing Impaired support service. This may include seating position and advice on specific resources or aids.
- We continue to improve access to the physical environment - all new building work takes account of physical access.
- Different fonts and print size, coloured paper or coloured overlays are provided as needed.
- Interactive white-board backgrounds are changed to suit the needs of the pupils in that lesson.
- Parents are kept informed of events in the school weekly newsletter.

Roles and Responsibilities:

- The School Governor with responsibility for SEN is Ms Julie Goodfellow
- Teaching Assistants and support staff are managed by Mr R Sutton, Headteacher through Performance Management discussions and yearly targets.
- The Designated teacher with specific Safeguarding responsibility is Mr Sutton.
- Mr Sutton is responsible for managing PPG/LAC funding
- The schools responsibility for meeting the medical needs of pupils is overseen by Mr Sutton with day to day management by class teachers/TA's as appropriate.

Complaints Procedures:

See SEND Information report.

This policy was developed, consulted upon and shared through discussion with governors and consultation with parents via the school website and information in the weekly newsletter

SEN Policy revised January 2016

Review in January 2017