

# REDHILL PRIMARY SCHOOL



## SEND POLICY

This SEND Policy works alongside and in conjunction with the schools Local Offer and the Local Offer offered by Staffordshire Local Authority and the following school policies:

The Attendance Policy, The Pupil Premium Policy, The Behaviour Policy, LDD (Learning difficulty or disability) and Accessibility Policy, Anti-bullying Policy, Admissions Policy, Equal Opportunities Policy, Able children, Gifted and talented Policy, Safeguarding Policy, Learning and Teaching Policy, PSHE and Citizenship Policies, Multi-cultural and global citizenship Policies, Continuing Professional Development Policy and is embedded in the Learning and Teaching Framework of the school.

Reference has been made to the following legislation in the compiling of this policy:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- Equality Act 2010
- Children and Families Act 2014

What are special educational needs?

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or 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*

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENCO and all other members of staff both teaching and support-staff have very important day-to-day responsibilities.

*'All teachers are teachers of children with special educational needs.'*

*Teaching such children is therefore a whole school responsibility.'*

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

This policy has been formulated in consultation with stakeholders.

**Aim** To raise the aspirations, expectations, progress leading to achievement for all pupils with SEN or a disability.

### **Objectives**

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To 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:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health
  4. Sensory/physical

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multiprofessional approach to meeting the needs of all vulnerable learners.

### How does our school know if a child needs extra help?

Many pupils experience delay in their learning and not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory/physical

- A pupil asks for help

As a school, we recognise that progress and attainment can also be affected by factors **other than SEN** eg

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

- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted after 2005
- Being a child of Serviceman/woman
- Being part of a travelling community

Whilst the above may affect progress and attainment they do not fall within the categories of SEN.

### **What should a parent do if they think their child may have special educational needs?**

If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCo. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **How the school supports children (A Graduated Approach to SEN Support)**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the SENCo and external verifiers
2. ongoing assessment of progress made by pupil in specific intervention groups
3. work sampling on a termly basis.
4. scrutiny of planning.
5. teacher meetings with the SENCo

6. pupil and parent feedback when reviewing target attainment

7. whole school pupil progress tracking

8. attendance and behaviour records

• Information on the quality of teaching will be reported at governors meetings. • All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system. • Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

*The Code of Practice describes 'adequate progress' as:*

*• progress which is similar to that of peers starting from the same baseline;*

*• matches or betters the child's previous rate of progress;*

*• closes the attainment gap between the child and their peers;*

*• prevents the attainment gap 'growing wider'*

• Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model

• An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

• Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

• If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained

and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo

- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs Support Service (SENSS)

2. Behaviour Support Service

3. Dyslexia Centres

4. Autism Outreach Team

5. Hearing Impairment team

6. Visual Impairment team

7. Educational Psychologist Service

8. Educational Welfare Officers

9. Physical and disability support service

10. Social Services/ Learning Support Team

11. School Nurse

12. CAMHS (Child & Adolescent Mental Health Service)

13. Our own schools Pastoral worker

14. Our schools Pastoral team

15. KLC- Sherbrook or Rocklands

- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

**Individual pupil progress at SEN Support level will be monitored in line with the whole school assessment policy.**

Children will go on the school Awareness register if they are entitled to PP (Pupil Premium funding), if they are working significantly below age expectations, medical needs that don't necessarily affect learning, exam access, SALT.

Children will go on the SEN register if they have an EHC Plan; any pupil with a diagnosis/assessment of a condition or disorder or syndrome that may affect learning. Children with SAL difficulties who also have additional needs and access SALT support from the specialist SALTES will also be on the register.

A child can come off the SEN register if they have made continued progress over time and are achieving at age expected levels.

### **Support for children's overall well-being**

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' wellbeing and mental health.

- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.
- We are a 'Rights Respecting School' 'A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils.' [www. Unicef.org.uk](http://www.Unicef.org.uk) Pupils with medical needs
- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

### How are all children included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

### How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- A new build opened in July 2014 which is DDA complaint as per building regs at the time
- Disabled parking spot marked and located next to the school reception
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- A medical room has been provided
- We have a changing room to change children who need support with changing/toileting

Our Access Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### Supporting pupils and families

- The school now employs a bespoke SENDCo who is an ex Local Authority SENSS advisor
  - Parents are encouraged to look at the Staffordshire local offer (regulation 3a) which can found on the Staffordshire County Council website.
- Links with other agencies to support the family and pupil can be found at [www.staffordshirecares.info/marketplace](http://www.staffordshirecares.info/marketplace)
- Our school admission arrangements can be found on our school website.
- The Year 6 SATs co-ordinator along with the SENCO and headteacher identifies any children who need additional time, rest breaks or modified papers.
- Transition - from class to class, across key stages induction into school from EYFS settings and to another school - including secondary school

Redhill acknowledges the importance of effective transition of all pupils and in particular those with SEN.

Links are made with pre-school providers and other primary and secondary schools to ensure effective transition. A number of strategies are in place to enable effective pupil's transition.

These include:

On entry:-

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

- liaising with the SENCOs of the secondary school (usually Staffordshire University Academy or Cannock Chase High) during the Autumn term for Year 6 pupils

- identifying pupils who would benefit from an enhanced transition programme including those with SEN and vulnerable children at any stage in their education.
- Supporting the delivery of a '6/7' transition programme in the Spring Term
  - Meeting with high school staff in the summer term to liaise and pass on all relevant documentation of children with SEN
  - Arranging transition activities for any SEN pupils not transferring to usula feeders
- Inviting the SENCO of the receiving secondary school to the annual transition review of children with statements
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice.

Information on this service is located on the Staffordshire website at: <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>,

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget; The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. home tuition
- Parent workshops • Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

## How is the decision made about how much support children will receive?

• For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, classteacher and parent.

For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

## How will parents be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member
- during parents evenings Support services for parents of pupils with SEN include:

- |        |             |
|--------|-------------|
| Parent | Partnership |
|--------|-------------|

  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).

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|--------|----|-----|------|-------------|
| Parent | In | The | Know | newsletters |
|--------|----|-----|------|-------------|

  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducation/Needs/spps/newsletter/newsletters.aspx>

- Our schools Local Offer/ School Information Report can be found on our webpage.

### Training and Resources

- SEN funding varies from year to year and is incorporated into the main school budget.
- Training needs of staff are identified through performance management/appraisal and planned through the whole school Continuing Professional Development (CPD) programme.

## Roles and Responsibilities

We have an appointed SENCO who is a member of the SLT.

We have an appointed SEN Governor

We have a headteacher who line manages our SENCO We have a team of Inclusion Support staff.

We have designated Teachers for Child Protection

We have a designated member of staff responsible for managing PPG/LAC/Adopted funding

### **Storing and managing information**

All SEN files are kept securely in a locked cupboard and in a locked room. Please see the schools policies on Information Management and the Confidentiality Policy.

### **Dealing with complaints**

In the first instance If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- The class teacher
- The SENCo
- The Headteacher
- the School Governor with responsibility for SEN.

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the school's own complaints procedure. It is the function of the Staffordshire local authority to supply 'goods and services' as detailed in the CFA 2014 clause 64. Reviewing the Policy

The SEN policy will be reviewed annually by Governors. Parent governors will be involved in this process.

Policy date: November 2015

Next Review Date: Summer 2016