

Redmile Church of England Primary School



Special Educational Needs and Disabilities Policy

Philosophy

At Redmile Church of England Primary School we provide an education for our children that aims to develop their potential to the full within a caring environment. We are committed to maximum inclusion commensurate with meeting individual needs and to the fundamental principles of the SEND Code of Practice. These are:

- A child with SEND should have their needs met
- The SEND of children will normally be met in mainstream schools or early education settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

A child is defined as having special educational needs or disabilities if he or she has learning needs which call for special educational provision to be made for them.

Overview

This policy complies with the guidance given in the 2014 document "Special Educational Needs and Disability Code of Practice: 0 to 25 years" (DFE Ref 00205-2013 available online at www.gov.uk/government/consultations.) It has been written with reference to the following guidance and documents:

Children and Families Act DfE 2014, Disability and Discrimination Act DfES 2005, Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being), DfES 2004, SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) DfES 2001, National Curriculum Statutory Statement on Including All Pupils DfE 2000

Aims and Objectives of the this Policy

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of this SEND policy and our practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To allocate resources to SEND
- To provide curriculum and extracurricular access for all

- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Links with the Leicestershire Local Offer

Our local offer is placed within that of the local authority and as such, we work with existing partnerships but are willing to forge new ones in order to enable us to continue to provide for every pupil who wishes to attend our school. For more information about Leicestershire's local offer please visit http://www.leics.gov.uk/special_education_needs
 To read our contribution to the local offer, please refer to our school web-site: www.redmile.leics.sch.uk

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child (including, where necessary, personal budgets linked to their statement/Education and Health Care Plan)
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the Parent Partnership services. This information will be included in the prospectus.
- providing all information in an accessible way

Three key questions we ask parents of children with SEND are:

- What do you want your child to be able to do in 12 months' time that they can't do now?
- What support do you believe s/he needs to achieve these outcomes?
- What services/people are best placed to provide this support?

With this as our starting point, we are able to build a provision plan which is ideally suited to their child.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (2014 SEN & Disability Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning through discussions and termly questionnaire's
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEN are invited to participate in:

- IEP reviews and setting of IEP targets where appropriate

- Regular meetings with named adults
- Working with learning and behaviour mentors/outside agencies when appropriate
- Nurturing groups and dialogue with support staff
- Annual reviews related to care plans etc.

Management of SEND within School

The governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO; at this school it is the Head teacher.

The SENCO's name is Mrs Julie Hopkins.

In response to the principles of Remodelling the Workforce, the SENCO focuses on the leadership role for SEN in the school; the management of SEN is supported by all teaching assistants and nursery nurses.

All staff in school have responsibility for pupils with SEND. All teachers work with children who have special educational needs or disabilities. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a statement of special educational needs/Education Health and Care Plan (EHCP.) A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions, including any specific responsibilities if appropriate.

Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is both pupil centred and class based depending on the nature of those with specific learning needs.

In line with the recommendations in the 2014 SEN & Disability Code of Practice, the SENCO (*with the SEND team*) is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with SEND
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (*in conjunction with appropriate staff*)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- allocating delegated budget to the benefit of pupils with additional needs (including staffing provision)

The SENCO is responsible for reporting to the governor with responsibility for SEND on the day-day management of the SEND policy.

The name of the governor with responsibility for SEND is Cheryl Lobo.

Regular meetings take place as and when it is deemed necessary.

Admission Arrangements

Admission arrangements for Redmile Church of England Primary School are determined by the Leicestershire Authority.

Redmile Church of England Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs and/or disabilities, in accordance with the LA's admissions policy.

Special Provision

This school;

- Is largely suitable for pupils with physical disabilities because of its design and facilities.
- Has experience in the education of pupils with learning difficulties.
- Has experience in the education of pupils with emotional and behavioural difficulties.
- Has experience in the education of pupils with specific learning difficulties, e.g. dyslexia, visual and hearing impairment, autism, attachment difficulties.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with all teachers using whole school data as an early identification indicator and assessments against the EYFS curriculum/Early Learning Goals. Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEND.

We may use the P scales in accordance with QCA guidance: the P scales are integrated into our whole school assessment systems. P scales are used to monitor the progress of pupils achieving significantly below age related expectations.

The school adopts the levels of intervention as described in the 2014 SEN & Disability Code of Practice.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, annual pupil assessments
- the completion of teacher concern forms
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The SENCO maintains a record of pupils identified through the procedures listed.

For some pupils a more in depth individual assessment may be undertaken by the school.

For some pupils an external agency will be involved in assessment and identification of need. Any advice given by the external agency is communicated to all adults working with the pupil including the parents.

Whole school protocols and procedures are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with statements of special educational needs/EHCP.

We aim for a smooth transition between classes, phases and schools for all pupils and ensure that records are maintained and transferred efficiently.

Process for Identification of SEND

1. Class teacher monitors achievement and attainment levels according to our Monitoring and Evaluation policy.
2. Class teacher completes **initial concern form** and presents it to the SENCO.
3. Class teacher speaks with parents about initial concerns.

4. Class teacher and teaching Assistant/Nursery Nurse supports child within the class setting.
5. The **initial concern form** is reviewed within a two-term time frame and a decision is made whether the concern no longer exists or if further action is needed. If it is, we move on to number 6.
6. Class teacher and SENCO produce an **Individual Education Plan**.
7. Parents and child invited to attend meeting with class teacher and SENCO regarding the IEP. Permission is sought for child to go on the SEND record.
8. IEP review meetings held termly.
9. If concerns magnify, permission is asked of parents for involvement of outside agencies.

School Support

When a class teacher identifies that a pupil has SEND the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering the IEP
- SENCO could take the lead in
 1. Planning future intervention for the child in discussion with colleagues
 2. Monitoring and reviewing the action. Review meetings with parents will be held each term.

External Support:

- SENCO and class teacher, in consultation with parents, ask for help from external services
- Class teacher and SENCO are provided with advice or support from outside specialists
- Additional or different strategies to those already in place are introduced – a new IEP will usually be devised
- SENCO will take the lead in :
 1. any further assessment of the child
 2. planning future interventions for the child in discussion with colleagues
 3. monitoring and reviewing the action taken. Review meetings will be held each term and in the case of a Statemented child an annual review will take the place of one of these meetings with all the involved agencies invited to attend or submit a written report.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs/disabilities, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs to enable them to engage in all activities that the school provides.

The range of provision may include:

- in class support for small groups with an additional Teaching Assistant (TA)
- small group withdrawal with TA
- individual class support / individual withdrawal
- further differentiation of resources

- study buddies/play pals
- IEP one-to-one discussions
- Selected Wave 3 interventions (e.g. Read Write Inc, acceleread/accelewrite.
- Support to maintain the emotional well-being of pupils with additional needs perhaps in the form of “talk-time” with an additional adult or the use of social stories to enable them to access the curriculum at their level when appropriate

All pupils on the SEND Record will have Individual Education Plans (IEP) at this time, although this is due to be reviewed under the new Code of Practice this year. We have access to IEP Writer as a basis for the format for producing IEPs.

We recognise that bullying can sometimes be an issue for SEND pupils and this is not something we will tolerate; please refer to our school Behaviour and Discipline Policy and Anti-Bullying Policy.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People’s Services. For some pupils any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Special Needs Teaching Service (SNTS)
- Educational Welfare Service
- School nurse team

The SENCO maintains links with other SENCOs through the *SENCO network*.

Links with Other Services

Effective working links are maintained with:

- Other Children and Young People’s Services
- Connexions
- Community Health Service
- Family support and safeguarding (including social care)
- Parent Partnership Service
- Speech and language therapy service

Links with Other Schools/Integration Links

Links are also maintained with the following schools:

- Birchwood Special School
- Belvoir High School
- Vale of Belvoir Primary Schools

Transition

The school has well established links with feeder-pre-schools and the catchment secondary school. When necessary the SENCO will make contact with transition placements in order to ensure smooth transition from one setting to another. When necessary, additional meetings with external agencies, parents and transition partners will be arranged. For pupils with Statements or Education & Health Care Plans, an additional review meeting may be set.

INSET

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Performance management review and staff appraisals support the identification of areas for development.

Training to be undertaken is specified in the school professional development plan, this is updated annually. Input from external agencies is actively encouraged.

Staff are made aware of SEND procedures and practice in school upon induction and this is maintained through regular dialogue.

Training is offered through a range of in-house and external training where appropriate.

Gifted & Talented – Identifying More Able.

In conjunction with the LA, defining the more able child will encompass ability in five separate components. These are;

- Opportunity
- Support
- Motivation
- Innate ability
- Hard work

This definition recognises breadth and quality. Translated into practice, this not only includes National Curriculum subjects but activities and achievements in other areas.

Given this wide definition, LA research indicates that 40% of pupils will be identified as more able. This includes children with a strength in one area, many areas or all areas.

A further focus is the top 2%. These are pupils who have shown outstanding ability in one area, many areas or across the board. The description of this group is 'very able pupils'

Teachers will differentiate work appropriately and opportunities will be sought to extend provision for these identified pupils where necessary.

Resources

A minimum of 4% of the school budget is used to support pupils with SEND, with additional amount delated for prior attainment. This is allocated as follows;

Teaching assistants (including 1:1 support)

Specialist teaching services

Resources, for example:

- A wide range of books, materials and tasks to suit pupils of differing abilities.
- A range of information technology facilities.
- Additional training to enable staff to fully implement intervention and support work.
- Sessions from the Educational Psychology Service, Speech and Language therapists and other specialists as needed. For a list of contact details – see Appendix 1

Monitoring and Evaluation through the Governing Body

In order to meet the above principles the governing body should:

- Be fully involved in developing and monitoring the school's SEND policy
- Be up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- Ensure that SEND provision is an integral part of the school development plan
- Ensure that the quality of SEND provision is continually monitored.

The governing body evaluates the provision on a regular basis.

Complaints Procedure

Any parent who has a concern about their child's learning is encouraged to discuss it with the class teacher and SENCO/Head teacher. If a parent has a complaint they may find it helpful to seek advice from the LA's Parent Partnership Service if it cannot be resolved following the schools Concerns/Complaint Policy.

Areas for further development

- The school website, policy and prospectus will be updated to reflect the changes in SEND provision to ensure compliance with statutory guidance. This links to agencies information will be included in the prospectus/FAQ.
- Follow-up on training related to the new COP for SEND and develop an action plan resulting from it

J V Hopkins (SENCO) Nov 2014
To be reviewed Nov 2016

Appendix 1 – List of other agencies and services (for a full list see http://www.leics.gov.uk/special_education_needs)

Other Services and Agencies in Leicestershire		
Name	Description	Web Link
Family Information Directory	Extensive online directory for information about childcare and services for families, both locally and nationally	http://fid.leics.gov.uk/kb5/leics/fsd/home.page
CareOnLine	Help on a Wide Range of Topics Including Learning Disability	www.leicscareonline.org.uk/
Children's Social Care	Help and support for children and families	www.leics.gov.uk/children_young_people
Common Assessment Framework	The CAF Team is for children, young people and families who need extra help at the right time.	www.leics.gov.uk/commonassessmentframework
Connexions	Information and advice for 13-19 year olds	www.connexions-leics.org
Health	Leicestershire and Rutland Primary Care Trust	www.lcrpct.nhs.uk
Voluntary Sector	CVS Community Partnership	www.ccp.org.uk
Youth Offending Service	Support for Children and Young People to reduce offending and re-offending	www.leics.gov.uk/youthjustice
Youth Service	Activities for Young People, including youth clubs and Duke of Edinburgh's award scheme	www.leics.gov.uk/youthservice

Early Years SEN Inclusion Service, Specialist Teaching Services, Room 600, County Hall, Leicester Road, Glenfield, Leicestershire, LE3 8RA
 Email: STS@leics.gov.uk
 Telephone: 0116 305 9400

Psychology Service, Room 600, County Hall, Glenfield, Leicestershire, LE3 8RF
 Email: psychology@leics.gov.uk
 Telephone: 0116 305 5100

The Parent Partnership Service, Abington House, 85 Station Road, Wigston, Leics, LE18 2DP
 Telephone No: 0116 3055614
 Email Address: parent-partnership-service@leics.gov.uk

Contact: The Special Educational Needs Assessment Service
Telephone: 0116 305 6600
E-mail: senaservice@leics.gov.uk

Family STEPS Service
0116 305 4400 (North)
or
0116 278 7111 (South)
Email: family@leics.gov.uk