



Ravensmead Primary School

Special Educational Needs and Disability Policy

Rationale: -

Ravensmead Primary School aims to promote a love of learning within a safe and happy environment which meets the needs of all children in our care, regardless of age, race, gender and special educational needs and disabilities. At the forefront are the objectives outlined in "Every Child Matters", building an environment where children want "To be the best that we can be". We provide a creative and challenging curriculum in order to encourage the children's confidence and self esteem.

Definition of SEN:-

Ravensmead's definition of SEN is as stated in the new SEND Code of Practice, published June 2014. *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or*
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions."*

The children meeting these criteria are those to whom this policy document refers. Children not meeting these criteria but presenting learning or behaviour difficulties significantly higher than their peers but outside of the criteria will be provided with a differentiated curriculum and intervention programmes suitable to their needs. Such children will not be placed on the SEND provision map and shall not be referred to as having SEND.

Our Aims:-

1. To ensure that the school promotes an inclusive environment where all children are valued as individuals and are taught according to their needs.
2. To ensure that all teachers in the school are aware of the importance of identifying and providing for pupils who have Special Educational Needs and disability (SEND).
3. The school will have regard to the Special Educational Needs and Disability Code of Practice: 0-25yrs, when carrying out its duties towards all pupils identified as having SEND

and will recognise that all parents should be treated as partners and supported to play an active and valued role in their child's education.

Provision of SEND:-

Provision for children with SEND is a matter for the whole school. In addition to the governing body, the school's head teacher, the Special Educational Needs Co-ordinator, all staff members have important day-to-day responsibilities. **All teachers are teachers of children with special needs and disabilities.** Teaching such children is therefore a whole school responsibility.

The school will adopt a graduated response that recognises a continuum of needs and brings increasing expertise to bear on the difficulties a child may be experiencing.

Identification:-

The school's systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily, despite being provided with a targeted and differentiated curriculum. Assessment weeks will particularly be used to further investigate a child's needs, where a teacher has some concerns. Following such assessments, teachers, through the Pupil Progress meetings, should make reference to the SENCO for specific assessment / diagnostic tools to determine whether a child meets the SEND criteria or alternatively needs to follow the school's intervention programmes without categorising as having SEND. This decision will only be made after full consultation with parents and, where practical, the child.

No child shall be placed on the SEND provision map without full parental and pupil involvement.

Nature of Intervention:-

Where it is decided that a child has SEND then intervention over and above that which is normally available within the school's differentiated curriculum and intervention programmes should be set in place. This will be called **SEN Support**. The Assess, Plan, Do and Review cycle, as set out in the SEND Code of Practice, 2014 will be followed for each child. (see Appendix 1)

Possible intervention may include all or some of the following:

- Different and specific learning materials and equipment
- Group or individual support
- Access to Local Authority support services for one off or occasional advice (via the SENCO)
- Access to training via consultation with more experienced staff internally or training offered via Local Authority etc.

All members of the teaching staff are provided with a SEND file to store relevant documents and Learning Passports relating to children they teach in their class and set.

Once an agreed course of action has been decided then a learning passport involving the child will be written to include the following information:

- "All about me" information about the child
- Information about what the strengths and developments of the child
- Short term and measurable targets
- Provision and resources put in place
- Information about how their parent/career will support them
- Review date
- Signature of pupil, parents and teacher
- Review section by pupil, parent and teacher
- Next steps section with information about any outside agencies for support.

The class or set teacher will be responsible for setting appropriate targets in consultation with the SENCO, parents and child, but the SENCO will aid the writing of the first Learning Passport using the agreed child friendly school format. All staff who are involved with teaching the child should have access to a copy.

The Learning passport will need to be reviewed, which is the class/ set teacher's responsibility to monitor and complete by arranging a meeting with parents to discuss progress. This will take place on a termly basis, which may coincide with parents evening. The Learning passport must be in an electronic format. This review should detail progress made on targets to date and new targets set where appropriate. Parents will be asked to write their comments on the Learning passport with regards to their child's progress against the targets. With support from the class teacher the child will be asked how they think they are progressing with their targets for learning too. **All sections of the Learning passport need to be completed during each review cycle.**

Once completed a copy of the Learning passport reviewed should be passed to the SENCO, so that a new Learning passport can be written reflecting the comments made and discussed and any new targets set. A copy of the new Learning passport also needs to be given to the SENCO.

NB: Whilst it is necessary to include an official review date on the Learning passport to give teacher, child and parent a tangible timescale for progress, Learning passport's are working documents and should be constantly reviewed and updated as and when necessary. Handwritten comments on Learning passports to reflect progress or difficulties would generally be required between official review points and should be seen as good practice.

This is the next stage in the continuum of support following SEN Support. A request for support from LEA support services (SENSS or Educational Psychologist) would normally occur only when progress has been unsatisfactory i.e. little or no progress has been seen as a result of the intervention put in place at SEN Support. A record of the Assess, Plan, DO, Review cycle (see appendix 2) should be kept by the teacher, so that all information regarding support is logged with clear results logged over time. Assess, Plan, DO, Review paperwork will be asked for by outside agencies as part of the evidence process. All records pertaining to SEN Support should be made available to SENCO to pass on to the relevant support services so that they may take appropriate action. Parents should be kept informed at each stage and specific consent for Outside Agencies to work with their child obtained.

Following advice from agencies a new Learning passport will be written by the SENCO in consultation with the teacher and child, which will then be shared with parents. It is the responsibility of the class or set teacher to deliver the agreed interventions and keep appropriate records. Learning passports should be reviewed by set/class teacher in accordance with

instructions detailed at SEN Support; however, the SENCO should also be involved, where appropriate in the review meetings.

Request for Education Health Care Plan:-

If a child continues to make inadequate progress and meets the Staffordshire criteria, having followed Learning passports at SEN Support, then the school, in full consultation with parents, may consider requesting an Education Health Care Plan. This would normally only be undertaken on the advice of the Educational Psychologist. Parents retain the right to make their own request for an Education Health Care Plan at any time.

Full documentary evidence of the interventions and outcomes to date should be made available to the Local Authority and will include SEN Support interventions and outcomes. Once accepted by the local authority a Keyworker will be given to the family in order to co-ordinate the assessment for the Education Health Care Plan.

Parents should be made aware of the procedures and kept fully informed through the procedure, which should take no longer than 20 weeks, as stated in the New SEND Code of Practice, 2014. A support pack should be made available to parents but should supplement and not replace the support offered by school.

Once an Education Health Care plan has been given to a child, this should be reviewed on an annual basis. All agencies who are involved with the child will be invited to the review along with parents, class teacher, class support worker, Headteacher and the SENCO. The review will be led by the SENCO. Paperwork from the reviews will then be forwarded to the local authority for their consideration. Copies will be given to parents and the relevant outside agencies involved.

Specific Learning Difficulties (SpLD):-

Where a teacher is concerned that a child may be displaying SpLD tendencies the teacher should first ensure that the learning environment of the child is sympathetic to the needs of the dyslexic child and the child's difficulties are not exacerbated through the omission of some basic classroom practices e.g.:

- Classroom well lit with no flickering lights
- Child able to sit near to front to read teacher's lips if necessary and make good eye contact
- Clearly marked and arranged resources
- No requirement to copy large amounts of material from board.

(Further strategies available from SENCO)

Support material for both parents and teacher are available from the SENCO. Teachers need to complete the DFES Dyslexia Checklist in consultation with the SENCO in order to highlight any concerns, which will then be shared with parents. Strategies will then be put in place within the classroom. The school has obtained full status as a Dyslexia Friendly school, which means that all staff are aware of signs and strategies and understand that a multi sensory approach to learning is beneficial to all learners including those displaying SpLD tendencies.

It may or may not be necessary to proceed with SEN Support depending on severity of need. The SENCO will refer specifically to the Dyslexia section of the Staffordshire Criteria and advise accordingly.

Planning:-

All staff will differentiate for the SEND children, with learning difficulties, on their planning, so that their provision can be seen. This will link with the child's Learning passport targets and reviews of these targets will be written on to the Learning passport to inform their progress.

Pastoral Support Plans:-

Children who are experiencing specific difficulties regarding behaviour, emotional and social aspects, may have a Pastoral support Plan written for them. This will have 2 targets for the child to achieve and will be reviewed periodically with the child parents, teacher and SENCO. A pastoral support plan needs the full involvement of the parent.

Equal Opportunities:-

The school aims to give all pupils access to the whole school curriculum in order to achieve their full potential. The school recognises that children have a variety of learning styles and that a multi-sensory approach to teaching and learning is beneficial and consistent with an inclusive environment.

Disability Equality Scheme:-

The Disability Discrimination Act defines a disabled person as someone who has '*a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.*'

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments such as

- Dyslexia
- Autism
- Speech and language impairments
- Dyspraxia
- Visual Impairment
- Attention Deficit Hyperactivity Disorder (ADHD)

In connection with this scheme the SEND provision map will inform the pupil register for the Disability Equality Scheme and the SENCO will be responsible for co-ordinating this scheme and action plan in school.

Role of Subject Leader:-

The SEND Co-ordinator will be responsible to the Head Teacher for the successful organisation of provision for the SEND children throughout the school. She is responsible for keeping track of all the SEND children and their provision through the SEND Provision Map. In addition to this the SENCO will update the SEND Information report available on the schools website annually.

The co-ordinator will help and advise staff on all aspects of Special Educational Needs and disabilities. She will advise on the graduated approach to providing SEND support for children; being aware of provision in the local offer; "The Staffordshire Marketplace". She will provide a supporting role to families to ensure that pupils with SEN support receive the appropriate support and high quality first teaching. The Co-ordinator will monitor, work alongside being responsible for arranging or providing in-service training for all members of staff. In house training will be provided at INSET and or staff meetings. Any new members of staff will be provided with a copy of this policy document and have the opportunity to discuss its contents with the SENCO who will offer support and advice as appropriate. In addition the Co-ordinator will ensure that Dyslexia Friendly Status and the Inclusion Quality Mark is maintained by the school.

Responsible person for SEND is currently Mrs. Melanie Goodall (SENCO)

Resources:-

The SEND Co-ordinator will be responsible for purchasing SEN resources from the allocated budget, in collaboration with staff. SEN resources will be kept in the Intervention room in KS2, if not in use in the classroom.

Governing Body:-

At Ravensmead, we have an identified Governor for Special Educational Needs and Disabilities, who is invited to meet with the Co-ordinator. She talks to the Co-ordinator about SEND and the next steps for the provision of these children. The SEND policy will be evaluated through discussions among the whole school staff, Governors, Headteacher and Co-ordinator.

Reviewed and updated: September, 2016

Approved Full Governing Body:

Review Date:

Appendix 1

Assess

6.45

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

6.46

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

6.47

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

6.48

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

6.49

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

6.50

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

6.51

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil's parents.

Do

6.52

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

6.53

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

6.54

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

6.55

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

6.56

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

Appendix 2



Name:	D.O.B
Year: Class:	Level of support: (circle as app) Monitoring/ SEN support/EHCP
Assess: (Overview of assessment of need).	
Plan: (Meeting to address outcomes desired and agree an approach and support strategies to move the child forward towards these outcomes).	
Do: (Interventions in place, including frequency). Intervention to be in place for 6 wks.	
Review(The impact of the intervention/next steps)	

