



## **REDMARLEY COFE PRIMARY ACADEMY**

### **Special Educational Needs and Disability (SEND) Policy**

#### **1. Introduction**

At Redmarley C of E Primary Academy we value the abilities and achievement of all our pupils. We also value the contribution that every child can make and welcome the diversity of culture, religion and intellectual style. We aim to make sure that each child's needs are addressed and they are supported in their environment and their learning. The school endeavours to help every child make as much progress as possible and reach their full potential irrespective of their level of need and the barriers to learning they might encounter.

Supportive working relationships with parents and close involvement of children in all aspects of their learning help us to deliver the best opportunities for the future. All children with SEN are valued, respected and equal members of the school.

Provision for pupils with SEN is a matter for the school as a whole. All teachers are teachers of pupils with SEN. The governing body, Headteacher, SENCO and all other members of staff have important responsibilities in the implementation of the SEN policy. The governing body will ensure that appropriate provision will be made for all pupils with Special Educational Needs.

#### **2. Objectives**

- ◆ To enable pupils with SEN to reach their full potential.
- ◆ To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- ◆ To provide an environment that encourages co-operation and understanding as well as promoting ambition and excitement for learning.
- ◆ To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- ◆ To ensure that our parents of pupils with SEN are kept fully informed of their child's progress and attainment.
- ◆ To work in partnership with parents to enable them to make an active contribution to the education of their child.
- ◆ To ensure that pupils with SEN are involved, taking their views and wishes into account.

#### **3. Roles and responsibilities**

Roles and Responsibilities in implementing the Policy for Special Educational Needs at Redmarley C of E Primary Academy-

##### **The Governing Body**

- ◆ Should, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- ◆ We have a named SEN Governor, Mrs Kay Sharpe, who closely monitors the SEN provision with the Headteacher and SENCo.

- ◆ Must report to parents annually on the school's policy on SEND.

#### **The Head Teacher**

- ◆ Has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN and pastoral care for all pupils (PSP).
- ◆ The Head Teacher meets with the SENCO regularly to discuss SEN issues and keeps the governing body fully informed.
- ◆ The Head Teacher and SENCO will be closely involved in the strategic development of the SEN policy and provision.

#### **The SENCo**

- ◆ Working closely with the Headteacher and other members of staff, should be involved in the strategic development of the SEN policy and provision for pupils with SEND support and EHCP.
- ◆ The SENCO has responsibility for day to day operation of the school's SEN policy and for co-ordinating provision for pupils with SEND, particularly through Plan and Plan Plus stages
- ◆ Liaising with the SEND Governor to keep informed of SEND issues.
- ◆ Monitoring pupil progress with class teachers
- ◆ Liaising with class teachers to review and develop new My Plan and My Plan+
- ◆ Liaising with parents of pupils with SEND to keep them informed of progress and provision – facilitating termly review meetings with parents.
- ◆ Maintaining / updating records of children on the Code of Practice.
- ◆ Liaising with external agencies.
- ◆ Working with pupils on the Code of Practice at Plan and Plan Plus to support the targets on their My Plan and My Plan+.

#### **Teaching and non-teaching staff:**

- ◆ Should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- ◆ Work with the SENCo to decide on the action required to assist the pupil make progress.
- ◆ Work with the SENCO to collect all available information on the pupil
- ◆ Work with SENCo to develop and review plans for pupils
- ◆ Continuously assess pupil progress and identify the next steps to learning.
- ◆ Develop effective relationships with parents and keep parents informed of pupil progress.

#### **4. Admission arrangements**

The Headteacher is responsible for the admission arrangements which are in accordance with those laid down by the LA. Redmarley is an inclusive school that welcomes children from all backgrounds and of all abilities. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. All children are welcome. The level of ability of a child or any special needs that s/he may have plays no part in the admissions policy of this school. The only restriction placed on entry is that of number. The school is keen to liaise with previous educational settings and to arrange support where needed. Provision may need to be in place before a child could start school in some cases.

## 5. Links with other schools

As Redmarley Primary Academy takes children from a variety of pre-school placements, we realise the importance of close liaison with all our feeder establishments. Similarly, if asked to take a child from a specialist centre we would wish to be involved at an early stage and to attend the case conference.

Our reception teacher works hard to build positive relationships with reception children prior to the children starting school. The children will visit the reception class for a variety of events before starting school on a part time basis in September. The pre-school teachers will meet with the reception teacher and pass on relevant information on the individual child's physical, intellectual, emotional and social development.

In order to ease the transfer of our children to secondary school, or to any other establishments we keep detailed records of referrals, My Plans, review meetings, assessments and reports completed by outside agencies and liaise with the SENCO and the class teacher at the new school.

## 6. Equal Opportunities

Redmarley C of E Primary Academy is committed to ensuring that all members of school should be treated with respect, have individual needs recognised and be given the opportunity to reach their full potential, regardless of age, ability/disability, religion, social background, gender or culture. (Refer to Single Equalities Policy November 2011) Our school will be proactive in securing the best provision possible for members of our school community in order for them to access provision to the full. Accessibility plans are always under constant review.

All pupils are encouraged to take part in all activities. This includes pupils with SEND participating fully in extra- curricular activities. Activities are monitored to ensure this is happening and where this is not every attempt is made to find out why and address the issue.

Where educational visits are being planned it is assumed that all pupils will take part. We do this through:

- ◆ Planning well in advance and checking feasibility of the venue
- ◆ Making sure there is accessible transport to the venue
- ◆ Completing a risk assessment / checking the venue has appropriate facilities for the specific needs of SEND pupils' e.g. medical needs.

### **Specialised Provision / Accessibility**

- ◆ The school building is totally on one level.
- ◆ Dropped kerbs installed
- ◆ New front and internal doorways allow for disabled access
- ◆ Re-surfacing of internal car park with allocated disabled parking space
- ◆ The front door has ramp access.
- ◆ Specific toilet facility for people with disabilities.
- ◆ Level pathway alongside the field.

## 6. Allocation of resources

The school employs a SENCo for five hours per week.

The Headteacher and SENCo are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs (Education, Health Care Plans).

The Headteacher informs the governing body of how the funding allocated to support special needs has been employed.

The Headteacher consults with the SENCo to discuss resources needed. Funds directly related to EHCPs are discussed annually during finance meetings when budgets are allocated. The Headteacher and SENCo draw up the resources bid when the school is planning for the next School Development Plan.

## 7. Identification, Assessment, Provision and Review

How will the school know if children need extra support?

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. As a school we consider all aspects of a child's development to inform us of any support that may be needed.

### Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- ◆ Evidence obtained by teacher observation/ assessment.
- ◆ Their performance in the curriculum assessments, judged against attainment descriptions.
- ◆ Pupil progress in relation to objectives in the English and Maths curriculum
- ◆ Standardised screening or assessment tools.
- ◆ Pupils may arrive in school with an identified need which will be provided for and reviewed in the usual way. Liaison with previous settings is essential and SEN records need to be received as soon as possible.
- ◆ A special need may be identified through the course of regular, ongoing classroom assessments and observations.
- ◆ Regular progress checks/assessments are carried out throughout the academic year for Maths and Literacy.
- ◆ These may take the form of
  - Reception: baseline PIPS and Foundation Stage Profile
  - Year 1: Phonics Screening
  - Year 2: KS1 SATS and Reading, Grammar and punctuation and spelling tests
  - Year 3: Reading, Grammar and punctuation and spelling tests
  - Year 4: Reading, Grammar and punctuation and spelling tests
  - Year 5: Reading, Grammar and punctuation and spelling tests and CATS
  - Year 6: KS2 SATS

If a medical or physical need arises, a pupil may be referred to the school nurse or doctor following consultation with the parents of the pupil.

Once identified in class, a child will be referred to the SENCO for further assessment.

### **The Code of Practice**

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age. They may have a disability (hearing, visual, physical, medical) which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

- ◆ Following discussion between class teacher, SENCO and parents the academy will then make provision for the pupil under the code of practice at 'My Plan' stage.
- ◆ The class teacher and the SENCO will agree on the level of intervention to be taken.
- ◆ An Individual Education Plan (IEP) will be drawn up between all staff who teach/support the child. Intervention could and should take many forms and is individually tailored to the child.
- ◆ IEPs contain information about the child's special needs and the provision being made for them. In particular, they contain current targets for the term, and how the child may be expected to achieve them. Parents, pupils, non-teaching staff and class teachers all contribute to writing the IEP. The class teacher is responsible for seeing that the IEP is delivered and reviewed. Reviews are held three times a year when parents have an appointment to meet with the SENCO to review the IEP and contribute to the next one, if necessary. There are many on-going informal discussions between staff and parents and this allows informal review and development of the provision and the child's progress. Formal parents meetings are also held in the autumn and spring terms when parents meet with the class teacher. Pupils also attend the review and are actively involved.
- ◆ In our academy we encourage children to take responsibility and to make decisions. This is part of the culture of our academy and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are encouraged to make judgements about their own performance against their IEP outcomes. We recognise success here as we do in any other aspect of school life.

### **My Plan Plus**

My Plan Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and an individualised programme with targeted support at My Plan + level, the pupil:

- ◆ Still makes little or no progress in specific areas over a long period
- ◆ Continues to work at National Curriculum levels considerably lower than expected for a child of similar age

- ◆ Continues to experience difficulty in developing literacy/numeracy skills
- ◆ Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- ◆ Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- ◆ Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

My Plan Plus is characterised by a sustained level of support and the involvement of external agencies. External support services may include: Educational Psychology Services, Speech and Language Therapy and Behaviour Support. External support services will require access to pupils records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parents will be consulted about requesting the involvement of external agencies and for their consent. Consultations are arranged and parents are invited to attend. School will follow the recommendations of the specialists and will incorporate these in the IEP. These may be implemented by the Class teacher / SENCo / Teaching Assistant or other adults in the school environment. Parents are aware of the recommendations and are encouraged to support their child.

Reviews are held each term to discuss pupil progress and achievement of targets. Together, the SENCo, Class teacher and parents discuss the pupil's needs and decide on the level of additional support. If there are significant concerns it made be considered to request statutory assessment from the Local Authority.

### **Requesting Statutory Assessment**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within My Plan Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- ◆ The action followed with respect to My Plan and My Plan Plus
- ◆ The pupil's individual plans and targets
- ◆ Records and outcomes of regular reviews undertaken
- ◆ Information on the pupil's health and relevant medical history
- ◆ Curriculum assessments
- ◆ Literacy/Numeracy attainments
- ◆ Other relevant assessments from specialists such as support teachers and educational psychologists
- ◆ The views of parents
- ◆ Where possible, the views of the child
- ◆ Social Services/Educational Welfare Service reports
- ◆ Any other involvement by professionals

An Education Health Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school and parents should recognise that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning outcomes for the child. These are used to develop targets that are:

- ◆ Matched to the longer-term objectives set in the EHCP
- ◆ Of shorter term
- ◆ Established through parental/pupil consultation
- ◆ Set out in an individual plan
- ◆ Implemented in the classroom
- ◆ Delivered by the designated school personnel with appropriate additional support where specified
- ◆ For pupils with an EHC plan, the terms of the EHCP usually set out the provision to be made, but the school may at times want to supplement this provision with in-house arrangements. Annual Reviews will be arranged by the SENCo in accordance with the Code of Practice. Parent and pupils' views will be sought prior to the Annual Review. The SENCo will organise the review and invite all the relevant people involved including a representative of the LEA.
- ◆ The aim of the review is to assess pupil progress, review the provision, and consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year and whether to continue, amend or cease it. New targets are set for the coming year.
- ◆ Year 5 reviews will indicate the provision required in secondary school. At Year 5 and 6 reviews the SENCo of the secondary school is invited to attend as the LEA recommends that transfer arrangements be discussed at the Year 5 Annual review for planning ahead and give the parents opportunity to liaise with the secondary school. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.
- ◆ The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.
- ◆ Pupils should be aware of their individual targets and their own strengths and weaknesses.

## 8. Access to the curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEN are taught for the vast majority of the week with their peers in mainstream classes by class teachers and study the age appropriate curriculum. All teaching and support staff are aware of the National Curriculum Inclusion Statement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

By seeking advice from and the support of the SENCo, class teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEN and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation ensuring that they have support when learning is difficult for them. There are times though, when to maximise learning, we ask children to work in small groups or in a one-to-one situation outside the classroom. Very occasionally a pupil with an EHCP may be disapplied from the Key Stage 2 SATs, (the tests, not the curriculum) if it is felt to be best for that pupil. This decision would be made by consensus at a prior Annual Review.

#### **9. Access to the wider curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities. These include a variety of after-school clubs run by the class teachers together with volunteer helpers. Other examples include Book Week, Sports Days, Crystal Maze, Cycling Proficiency and many non-residential trips. Pupils with SEN are encouraged to participate in everything.

#### **10. Monitoring and evaluating the success of the education provided for pupils with SEN**

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. The governing body produce a School Profile document for parents. This will include reporting on the quality of education provided for pupils with SEN and their achievements. The school employs a series of methods to gather data for analysis including:

- ◆ Observations of teaching by Headteacher, governors and link advisers.
- ◆ RAISEONLINE which analyses the attainment and achievement of different groups of pupils with SEN
- ◆ System of monitoring and reviewing individual plans. Success rates in respect of individual targets.
- ◆ Success rates in respect of SATs tests.
- ◆ Scrutiny of teachers' planning and pupils' work.
- ◆ The views of parents and pupils.
- ◆ Regular monitoring by the governing body /SEN Governor.
- ◆ Maintaining Provision Maps
- ◆ Maintenance of assessment records that illustrate progress over time.
- ◆ Regular meetings between SENCO, class teachers and TAs.

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

#### **11. Arrangements for dealing with complaints from parents**

The school is obliged to have procedures in place in case there are complaints by parents. If a parent is unhappy with the education that their child is receiving or has any concerns relating to Special Educational Needs, we encourage that person to talk to the Class Teacher or SENCo immediately.

- ◆ In the rare circumstance that a complaint cannot be resolved informally, parents should follow the procedures laid out in the Complaints Policy (Spring 2012) which will be sent to every parent.

- ◆ Names of organisations that can provide advice to parents and one independent of the LA can be obtained from the Family Information Service, Choice Advice and Parent Partnership Service at Shire Hall, Gloucester. [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk)

## 12. Arrangements for In-service Training

All staff and governors in our school are entitled to CPD opportunities. These opportunities are linked to local and national priorities such as:

- ◆ Those identified within our school development plan.(SDP)
- ◆ Appraisal as part of Performance Management system.
- ◆ DfE guidance for newly qualified teachers.
- ◆ Priorities identified in the LA's Educational Development Plan.
- ◆ The SENCO attends the local SEN cluster meetings once a term and the county primary SEN conference each year.
- ◆ SEN courses generally will be attended by all staff as and when the need arises.
- ◆ The SENCO is available to give advice and share expertise with teaching and non-teaching staff.
- ◆ The SENCO will lead a staff meeting each term to discuss SEN matters and update staff.
- ◆ The SENCO will spend time with NQTs and new members of staff to induct them with regard to SEN in the school.

## 13. Links with other schools, teachers or facilities

The school maintains close links with the following schools and organisations in order to benefit pupils:

- ◆ Tippy-Toes Pre-school- based in the village.
- ◆ Early Years settings and their SENCo.
- ◆ Health professionals such as Speech Therapists, Physiotherapists, Occupational Therapists.
- ◆ School Nurse and School Doctors
- ◆ Newent Community School, and John Masefield School, our main secondary destinations. Liaison with SENCO of Secondary schools to ensure smooth transfer into Year 7. Meetings arranged with parents and SENCOs in term prior to transfer.
- ◆ Educational Psychology Service.
- ◆ SENSS advisory service.
- ◆ Behaviour Support Team / Pupil Referral Unit
- ◆ Educational Welfare Officer.
- ◆ Traveller Education Service. (READS)

## 14. The role played by parents of pupils with SEN

In accordance with the SEN code of practice the school believes that all parents of children with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- ◆ Recognise and fulfil their responsibilities as parents and play an active role in their child's education – concerns about a child's progress will always be discussed with their parents before placing them on the Code of Practice. Parents are always consulted and involved in the decisions about referrals, provision and seeking advice from outside agencies.

Individual plans are shared with parents and they are asked to support targets where possible. Parents are invited to review meetings each term to be kept informed of their child's progress through the year.

- ◆ Have knowledge of their child's entitlement within the SEN framework – when a child is placed on the Code of Practice, parents are informed about the individual plan and targets set, the extra support their child will receive and how they can help their child at home.
- ◆ Make their views known about how their child is educated – parents are invited to share their views about their child, regarding strengths and their concerns.
- ◆ Have access to information, advice and support during assessment and any related decision making processes about special educational provision – parents are able to contact class teachers, the SENCO and the Head to discuss their child's SEN needs and find out any information they require. Parents are made aware of the Parent Partnership Service which is available, through school newsletters and websites.

**Linked policies:**

Inclusion policy  
Behaviour policy  
Teaching and Learning policy  
Assessment policy  
Equal Opportunities policy / Accessibility policy  
Safeguarding and Child Protection policies  
Gifted and Talented policy

**Monitoring and Review**

The policy is reviewed by SENCO, working in consultation with staff and the governor with responsibility for Special Needs.

Reviewed: October 2016

To be reviewed: October 2017