

# Rode and Norton St Philip School Federation (RNSF)

## Special Educational Needs and Disabilities Policy

Last reviewed: May 2021

**Definition of Special Educational Needs (SEND) taken from Section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age; or
- b. have a disability, which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Both schools within Rode and Norton St Philip School Federation are inclusive, and believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Inclusion is about educating all pupils, not just those with SEND.

**This policy echoes our Federation Christian Vision and our core values of respect, perseverance, hope, forgiveness, friendship and generosity.**

All pupils are encouraged to develop independent learning skills in a supportive environment, and teachers aim to be aware of barriers to learning and participation and make adjustments to their teaching in order to remove or minimize them. We aim to provide every pupil with access to a broad and balanced education based on the National Curriculum and in line with the standards specified by the SEND Code of Practice (2014).

Across all subjects we ensure that our schools meet the needs of every pupil, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

### Objectives

- Identify the learning needs of pupils as early as possible using information gathered from parent/carers, teachers, early years settings and external agencies.
- Remove barriers to learning and ensure that all pupils have access to the National Curriculum, by creating a learning environment where all pupils can achieve their full potential

- Make appropriate provision using the graduated approach to SEND, which incorporates the expectations of the SEND Code of Practice 2014. This includes ensuring that the inclusive strategies and additional provision made is effective, and this is achieved through close monitoring to ensure that all pupils' needs are being met, and making adjustments as necessary.
- Carry out additional assessment where necessary to enable the development of effective strategies for support.
- Ensure that all staff understand how the responsibilities for SEND are shared in the school
- Work with parents to gain a better understanding of a child's needs, to involve them in their child's education and to enable them to understand the procedures and practices that exist in relation to SEND
- Provide parents of pupils with SEND with regular feedback on their child's progress and include them in the process of developing appropriate provision
- Work with outside agencies when the pupils' needs cannot be met by the school alone
- Share with the community the outcomes of the SEND policy
- Ensure that all staff have relevant training and information about SEND
- Ensure that SEND policy is linked to the School Development Plan and budget setting process
- Ensure that all school policies are consistent with the aims of the SEND policy
- Create a school environment where all pupils feel valued and safe, and are able to take the risks needed for effective learning. This includes encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs to members of staff. Progress of all pupils is carefully monitored.

## Roles and Responsibilities

The person responsible for the co-ordination of SEND Provision and the day to day implementation of the SEND policy is **Philippa Rylatt**. (Maternity Leave from May 2021, role covered by **Devon Anderson**)

## The SENCO

- manages the day-to-day operation of the policy in association with the SEND TAs
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues
- oversees the records of all children with special educational needs
- oversees links with parents
- communicates and meets with parents
- communicates with external agencies and other support agencies
- monitors and evaluates the special educational needs provision, reporting to the governing body
- manages a range of resources, both human and material, to enable class teachers to provide the appropriate provision for children with special educational need
- contributes to the professional development of all staff

## Teachers

**All** teachers at are teachers of pupils with special educational needs and they are responsible for the progress and provision of pupils in their classes.

In order to support them in this role they have access to:

- The SEND Policy
- Guidance on the Special Educational Needs Code of Practice
- Guidance on the Graduated Approach used within the school
- Advice on strategies, resources and sources of further information relating to SEND pupils is available from the SENCO
- Information about individual pupils, including copies of reports, which are available to inform their planning and delivery of appropriate support.

- CPD – their needs are identified to further their knowledge and skills in working with pupils with SEND.

### **The Governing Body**

The governing body oversees special educational needs within its work and has specific oversight of the school's arrangements and provision for meeting special educational needs.

The governing body:

- Ensures that the SEND Code of Practice reforms are implemented and that the school fulfils its legal duties in relation to SEND
- Ensures that the school has suitable arrangements for consulting with parents
- Ensures that the school is co-operating with the Local Authority in developing the Local offer, and when the school is being named in an EHC plan.
- Ensures that arrangements are in place to support pupils with medical conditions.
- Ensures that the school publishes information about the arrangements for the admission of disabled children, the steps taken to ensure equal opportunities for disabled children, the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Graduated Approach – identifying and providing for pupils with SEND**

The graduated approach recognises that there is a wide variation in terms of the needs of SEND pupils and the range of provision available reflects this. It also ensures that children with SEND have been correctly identified.

The use of a graduated approach is underpinned by the SEND Code of practice and uses a process known as Assess, Plan, Do, Review to respond to the needs of children experiencing difficulties at school. It is completed termly where appropriate and parents are closely involved in the process.

Initial Concerns about pupils who are not currently identified as SEND may arise from different sources including but not limited to:

- teacher and staff observations
- pupil progress meetings and progress tracking
- parental concerns

When initial concerns are identified teacher will:

- begin to collate information obtained through observation class assessments and checklists about how the child is learning to inform actions to address the concerns
- discuss the concerns with parents and obtain their perspective on their child, and discuss with them the approaches that can be adopted to address the difficulties, working together
- take action by employing alternative or additional teaching strategies and resources, including on some occasions short term evidence based interventions, in order to support the child, and closely monitor the outcomes of this, usually over a period of one term
- review the action taken and the pupil's progress, through Pupil Progress Meetings, their teacher assessments and a discussion with parents, identifying next steps

If progress is now at a satisfactory level, the current provision may continue, or the pupil may no longer be a cause for concern. When, despite high quality provision to address concerns, a pupil has failed to make progress after a term, the teacher may begin to involve the SENCO in developing support and provision for the pupil.

The SENCO will:

- review the actions taken and the information gathered by the teacher in order to ensure the process has been robust
- discuss with the teacher additional approaches that may be helpful
- decide if additional diagnostic assessment would add to the information available
- use the additional information to inform a school decision about whether the child has SEND

### SEND Support

Teachers continue to have responsibility for ensuring that provision and classroom support are delivered in accordance with the agreed plan, and for maintaining dialogue with parents. They do this with the advice and support of the SENCO as necessary.

The SENCO is likely to:

- meet with class teacher and parent/carers to assist with the assess/plan/do/review process
- carry out additional diagnostic assessments or observations
- research additional information to support teachers
- suggest additional or different provision to secure progress
- monitor the impact of additional and different provision, and jointly review the pupil with the class teacher and parents
- plan the next stage of provision, remaining involved in the assess/plan/do/review process for as long as necessary, with increasing amounts of involvement for pupils with the highest levels of need
- refer the pupil to an appropriate external professional for further advice (in the event of a pupil continuing to have difficulties)
- consider recommendations or supply plans for use at school, made by external professionals and ensure that class teachers are cognisant of these and oversees their implementation
- to consider each pupil's progress and provision; the level of SENCO involvement would generally increase for pupils with the most complex needs.

### Education Health and Care Plans

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. It would usually be expected that the graduated approach had been fully utilised before an application is made.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including parents/carers, teachers, SENCO, Somerset Support Services professionals, Social Care and Health professionals.

Information will be gathered relating to the actions taken over time using the graduated response, the current level of provision and the outcomes of targets that were set, and the advice received from external professionals.

A decision about whether statutory assessment will proceed is the Decision of the Local Authority, based on this information. Following Statutory assessment a decision is made by the Local Authority about whether to issue an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a Statutory Assessment or an EHCP, or against aspects of an issued EHCP that do not reflect their wishes.

Once the EHCP has been completed and agreed, it becomes part of the pupil's formal record and is reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **How SEND is funded within Rode and Norton St Philip School Federation**

Funding for SEND follows the nationally directed process, based on

- the amount allocated for each individual pupil attending a school (Element 1)
- an amount allocated to the school, based on a nationally applied formula, which is available to support all additional SEND provision at school (Element 2)
- Higher Needs Funding is 'top up' funding (Element 3) available for pupils who meet specific criteria in terms of need and provision requirements. This money is available from a fund held centrally by schools and managed on their behalf through an Annual Audit process arranged by the local Authority.

Our funding for SEND is allocated to maximise the support for pupils with SEND through closely monitored additional and extra provision and support.

It is the responsibility of the Head Teacher, Governors and SENCO to agree how resources are allocated within school.

### **Admission Arrangements:**

All pupils are welcomed at our schools and we do not discriminate against pupils on grounds of disability. The admission arrangement for all pupils is in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with EHC plans, those with disabilities and those without. Our Accessibility Plan is reviewed regularly to ensure it is in line with the SEND and Disability Act 2001.

### **Partnerships with other agencies**

As part of Frome Learning Partnership, we access support from other schools. The FLP employs Parent Family Support Advisors, and we have access to them, when required.

We also have two trained Emotional Literacy Support Assistants (ELSA) working in our school.

Other agencies that support us include but are not confined to:

Somerset Support Services (Education)

- Educational Psychologist (Kate Lee) (advice on complex needs across the SEND range)
- Learning Support Service (Angela Williams) (advice on learning and development of SEND systems and practice)
- Autism and Communication team (Nicola Morgan Nash) (advice on Autism, and on supporting pupils with Language and Communication difficulties at school)
- Physical, Medical and SENDsory service (Gareth Morcombe) (advice on disabilities, medical conditions, and accessing teams working with hearing and visual impairments)

Integrated Therapy Service (NHS)

- paediatric physiotherapists
- paediatric occupational therapists
- paediatric speech and language therapists

NHS Paediatricians

Child and Adolescent Mental Health Services (CAMHS)

Somerset Social Care

### **Pre-schools and schools**

Pupils entering school with SEND are discussed with their pre-school and a school entry plan is arranged, attended by the team of professionals involved, if that is appropriate.

Pupils with SEND leaving our school are discussed with the SENCO of the receiving school in advance, and where circumstances permit, e.g. when the transfer is expected, an additional programme of transition activities are arranged, tailored to needs.

### **Partnerships with Parents**

We believe that parents are 'experts' on their own children and we aim to work in partnership with them. When a pupil has SEND the views and wishes of parents are fully taken into account, and we will involve them and keep them informed through termly consultations with them. We will often seek additional dialogue with parents and may also use home/school books for some pupils.

### **Pupils Views**

We encourage pupils to talk to us about their experiences at school, and we actively seek the views of SEND pupils using child centred approaches, in order to help us plan best how to help them at school.

Pupils contribute to their own one page learning profile, and learning targets are discussed with them, using child friendly language and visual support where appropriate.

We actively support pupil views and School Council Reps are actively encouraged to feedback on issues.

### **SEND Governor**

The SEND governor meets with the SENCO regularly to discuss the implementation of the SEND policy in the school. The SEND Governor acts as a critical friend and advocate for pupils with SEND and their families.

### **Training:**

CPD requirements in relation to SEND are reviewed through an audit of training received. This is linked to identified needs in relation to the School Improvement Plan and informs the SEND Action Plan. Where practicable we share bought in training opportunities with other nearby schools to reduce costs and enable more staff to access training.

### **Complaints Procedure:**

Parents/carers are asked to speak to the class teacher, SENCO or the Head Teacher in the first instance. If the matter is not resolved then parents should contact the SEND Governor or the Chair of Governors in writing.

### **Monitoring Arrangements:**

The school uses a combination of lesson observations and learning walks, work scrutiny, pre and post intervention assessments and pupil progress to monitor the effectiveness of the implementation of the SEND Policy.

As part of the overall monitoring process different cohorts are reviewed in terms of the progress they are making, including SEND pupils, and those with disabilities.

### **Action Plan:**

The action plan for SEND is embedded within the School Improvement Plan and it will be reviewed annually

**This policy was last reviewed in May 2021 and will next be reviewed in : May 2024**

## Our Graduated Approach to Special Educational Needs May 2021

Element 1 funding				Element 2 funding	Element 3 funding
<b>IN THE CLASSROOM: CLASSTEACHER RESPONSIBILITY</b> <b>Initial Support and SEND support</b>				<b>SENCO and CLASS TEACHER RESPONSIBILITY</b>	<b>SEND Support and EHC Plans SENCO RESPONSIBILITY</b>
<b>Strategies for Inclusion</b> Differentiated curriculum: by input, by task, by outcome Seating and positioning is considered to optimise learning Visual support for learning and self-organisation Visual, auditory and kinaesthetic teaching and learning opportunities Use of STC to support communication and understanding of key concepts Explicit teaching of strategies for independence (e.g. 3 before me, Effective questioning to develop thinking skills) Explicit teaching of how to think and learn (metacognition) Emotional support and targeted approaches to managing behaviour Use of class TA to support a specific target Visual timetable				<b>Occurs when:</b> <ul style="list-style-type: none"> <li>Pupil is already known to have SEND on arrival in school</li> <li>Pupil is causing concern to a teacher and one Assess plan Do Review Cycle to address issues has been completed without sufficient impact on progress.</li> </ul>	<b>'Additional and Different' provision (Managed by SENCO)</b> <u>A planned package of interventions and support with input from SENCO and/or external agencies</u> <b>A Wave 3 intervention ( 1:1)</b> <b>Individualised Literacy interventions</b> <b>Wave 3 maths Spotlights</b> <u>Specialist small group or individual therapeutic interventions</u> 1:1 ELSA interventions Talkabout Talking Partners Speaking and listening through Narrative Nurture Group FIZZY movement programme Speech and language therapy Occupational Therapy Physiotherapy <u>Additional adult support allocated for an identified and specific purpose</u> E.g. medical needs, physical needs, emotional needs, specific support for a learning task <b>Additional adult time</b> required for meetings and liaison in order to support pupil needs, plan and prepare specialised lessons and resources
<b>Literacy</b> Reading ruler / overlay Pencil grips Writing frames Desktop aids Alternative ways of recording ICT <b>In class Interventions</b> Precision teaching Barrier games Priority 1:1 reader Priority 1:1 writer Write from the Start	<b>Numeracy</b> Use of concrete apparatus to support concepts, e.g. Numicon Desktop aids /Maths help box Additional checks of understanding <b>In class interventions</b> Precision teaching Barrier Games	<b>Speech Language and Communication</b> Short instructions Instructions in order of doing Information in small chunks Visual support for key concepts and vocabulary TA/parent pre-tutoring of new topic vocabulary Allowing thinking time for response to questions Model language Model socially appropriate interactions Supporting SLT targets in class	<b>Initial Concerns CLASSTEACHER RESPONSIBILITY</b> <b>General</b> Pupil progress data / class assessments Classroom Observations/ pupil responses Discussions with parent/carer to gather information <u>Checklists to complete / discuss with SENCO for advice</u> <u>Speech and language</u> SLCN checklist <u>Literacy</u> Speech and Language Checklist Salford Sentence Reading Test Single word spelling test Dyslexia checklist Writing observation checklist Phonics assessment Working memory checklist <u>Maths</u> Numicon explorative assessment ITS matrix and relevant helpsheets <u>Motor skills</u> Observation checklist <u>Social/Emotional</u> observation checklists Boxall profile	<b>SENCO Activities to establish SEND</b> <b>Additional diagnostic assessment:</b> <ul style="list-style-type: none"> <li>Dyslexia portfolio</li> <li>Renfrew Action Picture Test</li> <li>TALC</li> <li>Yarc</li> <li>Sandwell</li> <li>Boxall analysis</li> <li>NUMERACY test</li> <li>Observations and work scrutiny</li> </ul> <b>Discussion of outcomes and provision with teacher and parent/carers as part of Assess Plan Do Review cycle (see Parent/Carer Involvement)</b>	
<b>Social and Emotional</b> Additional planned strategies to support behaviour (rewards and sanctions) Reward systems and positive feedback Meet and greet system 'Bubble' time Support for unstructured times Additional play with a purpose <ul style="list-style-type: none"> <li>Personalised visual timetable</li> </ul> <b>Interventions</b>	<b>Motor Skills</b> PE and outdoor play : balance, hand eye co-ordination, gross motor skills Play activities eg: cutting, sticking, threading, joining, tracing, pouring Copy me games Handwriting warm ups	<b>Parent/ Carer involvement</b> Teacher uses assess plan do review cycle to meet parents Structured Conversations: Parent/carer perceptions and concerns Parent/carer aspirations for their child Next steps towards this discussed Specific targets agreed Home support for learning discussed and agreed. Actions summarised and recorded by class teacher, implemented and reviewed after one term.	<b>Catch Up Interventions ( Wave 2)</b> <b>Regularly delivered, short blocks of intervention to accelerate progress</b> Rapid Phonics Read Write Inc Speed Up Numicon targeted learning group Narrative packs group ( Reception / KS1/KS2) <b>Catch Up interventions are monitored through pre and post intervention data and observations to ensure there is evidence of their effectiveness</b>	<b>SENCO Review with Class teacher and parents may result in:</b> <ul style="list-style-type: none"> <li>Individual learning Plan</li> <li>One Page Pupil profile and IEP prepared and maintained by teacher</li> <li>SEND learning Passport prepared by SENCO and maintained by teacher</li> <li>Additional and different provision (SEND Support)</li> <li>SENCO monitoring and on-going advice</li> <li>Referral to external professional(s)</li> <li>Agreement that needs are now met and progress is appropriate, discontinuation</li> </ul>	<b>Element 3 Funding (Higher Needs)</b> <b>Evidence Based Application to LA required</b> <u>Needs</u> are clearly identified and meet the criteria <u>Provision</u> is clearly identified and evidenced, and meets the criteria <u>Review cycles</u> have been regular involving class teacher and SENCO with parents and pupil <u>Annual review meeting</u> has been completed by SENCO using a person centred approach <b>EHC Plans</b> May be indicated when: High level needs are present The graduated approach has been fully used Requires evidence