

Special Educational Needs and Disabilities Policy



GUIDANCE AND POLICY FOR SPECIAL EDUCATIONAL NEEDS

Reviewed and updated: August 2018

Next review: August 2019

Status: statutory

SEN POLICY

This policy is based on the Children and Families Act 2014 and the SEN code of practice plus accompanying regulations 2014.

Introduction

Children come to Ryecroft Primary Academy with a variety of needs. Each child has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their disabilities. Not all learners with disabilities have special educational needs (SEN) and not all learners with SEN meet the official definition of disability, but this policy covers all of these learners.

Pupils have SEN if they have a learning difficulty or disability that requires additional support, that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our pupils and seek fully to involve parents and carers in the SEN process and provision. All of the children on the SEN register are integrated fully into mainstream classes and supported as appropriate by all staff members.

Objectives

The specific objectives of our SEN policy are as follows:

- To identify learners with SEN and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To identify, assess, record and regularly review pupils' progress.
- To ensure that all pupils make the best possible progress and grow in confidence and self-esteem.
- To ensure that pupils with SEN and disabilities have equal opportunities to join in with all the activities of the school.
- To ensure that pupils express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interests of the child.

To meet these objectives:

- Children with SEN will be identified as soon as is possible – we follow the approach outlined in the code of practice.
- According to their identified needs, children will be designated as needing:
 - SEN support within school as expressed in a school Individual Education Plan (IEP).
 - SEN provision supported by an Education, Health and Care (EHC) plan, drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.

- The SEN register, which contains the names of all of the children with SEN, will be updated at least once a term.
- IEPs will be reviewed at least once a year with teachers, parents and carers, and involved agencies in attendance.
- Parents and carers will be kept informed at all times.
- Clear and up-to-date records will be kept at every stage.
- The LA has the responsibility to make EHC assessments and draw up EHC plans.
- The LA must work within prescribed time limits to produce an EHC plan (a maximum of 20 weeks).
- An annual review of the in-house SEN support or the EHC plan is arranged for the child and targets are updated and monitored.

Roles of the governors and staff

The success of Ryecroft's SEN policy will be judged against the objectives set out above. Annual success criteria will be reviewed, and the governing board will report annually on the efficacy of the policy and the effectiveness of the provision.

The designated SEN governor is Hilary Finnigan who will keep an overview of the SEN provision being made. The governing board, in conjunction with the principal, has responsibility for the school's general policy and approach to provision for SEN children, including the allocation of resources.

The principal is the designated responsible person in overall charge of the management of SEN provision and its funding. The principal works closely with the SEN co-ordinator (SENCO).

The SENCO is responsible for the day-to-day implementation of the provision and is currently Lisa Morrell. The SENCO is currently time-tabled to provide extra support (both withdrawal and in class) to groups and individuals. Her other SEND responsibilities include:

- Liaising with and advising colleagues.
- Co-ordinating the provision for children with SEN, whether with or without an EHC plan.
- Maintaining the SEN register.
- Overseeing the records of pupils with SEN.
- Liaising with parents and carers of children with SEN.
- Dealing with SEN/EHC administration.
- Liaising with and co-ordinating the other external agencies involved with SEN and EHC planning.
- Managing the teaching assistants and individual support assistants.
- Contributing to the in-service training of staff.

The class teacher has a responsibility towards the children with SEN in their class. The class teacher has responsibility for:

- Planning and delivering a differentiated curriculum and collecting and gathering information.
- Liaising with parents and carers as well as external agencies, teaching assistants, other support staff and colleagues, where necessary.

- Planning, monitoring and evaluating IEP and EHC plan targets.
- Evaluating progress of IEP and EHC plan pupils.
- Attending INSET and training sessions.

Teaching assistants (TAs) who are directly involved with a child or group of children will liaise with the class teacher, parents/carers and SEN co-ordinator in order to plan for, and meet, the needs of that child. Regular support and monitoring will be provided by the SEN co-ordinator. The school provides, wherever possible, TAs to support children with IEP and EHC plans in the classroom.

Admissions arrangements

We are legally obliged to admit any child whose EHC plan specifically names this school.

One of the categories of the school's admissions policy also gives priority to children whose parents have not specifically named the school, but who may have particular physical, social or emotional needs, if it can be shown that the school's SEN support would have a beneficial effect on these children. The school has limited access for children with mobility problems, but has wheelchair access to most facilities.

Before admission, parents, carers and children visit the school and they are encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form requests that parents or carers state any special needs that their child has.

Identification, assessment and provision

Ryecroft Primary Academy uses a system of base-line screening with all new children. This ensures that additional support is identified and put in place as soon as possible. In the reception class a new early years literacy and numeracy screening programme has been introduced and has proved successful in improving focus on children's literacy and numeracy skills. This screening and intervention programme will be continued with the year 1 pupils. The information gathered from the screenings is further updated by the year 1 phonics screening, year 2 teacher assessments and by further teacher assessments in the years 3 to 5. These assessments are invaluable in highlighting needs and informing planning. Teachers discuss their children's progress half termly and interventions are put in place to prevent children falling behind age related expectations. Interventions are focused and targeted to meet the individual needs of the children. PIVATs are used to assess and plan next steps in English and Maths, when appropriate.

Education, health and care plans

If, at any stage, it is felt that a pupil is performing below the expected level for his/her age, we initiate an IEP, which often is sufficient extra SEN support. However, if in-school intervention programmes (SEN support) have not helped the pupil to make sufficient progress, then the school will liaise with parents and approach the LA to ask for an EHC assessment. The LA will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the LA. (The LA has to produce a document called the 'Local Offer' which describes the support and facilities available.) Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. LAs are obliged to provide a place at the nominated school unless there are very good reasons not to do so.

Children's in-school IEPs or EHC plans are reviewed at least yearly by means of a consultation between class teachers, SEN co-ordinators, TAs, the LA plus any involved agencies, and parents and carers. Provision is also made for pupils to attend. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is on-going throughout the year.

The school behaviour policy explains the schools approach and methods of recording concerns which supports the school with identifying children who may have social, emotional and mental health difficulties.

Secondary transfer arrangements

- SEN records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective secondary school.

- Learners with SEN are given additional visits to secondary providers if required, so that they can feel confident about the new situation with which they will be faced.
- Representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase.
- The learner's IEP or EHC plan will be reviewed shortly before transfer to secondary school and amended if appropriate.
- The SENCO from the receiving school are invited to final review meetings, if that school has been specifically named in a child's EHC plan.

Evaluating success

The criteria for success of the SEN provision are as follows:

- SEN register to be updated at least once a term.
- IEP and EHC meetings to be held at least annually and all action highlighted implemented. All associated data or paperwork to be forwarded to parents and carers, involved agencies and safely stored on-line or in SEN files.
- Parents and carers to be kept regularly informed and involved.
- Parents and carers to be invited to IEP/EHC reviews at least once a year.
- Children to be involved, as appropriate.
- Relevant SEN data or paperwork to be stored or filed in a central system.
- External agencies to be involved as indicated in the EHC plan.
- Agencies to be managed effectively by the SENCOs.
- INSET/SEN updates passed on to colleagues where appropriate.
- TA monitoring sheets implemented by senior TA and passed on to the SENCO.

The principal and governors use these success criteria to determine the success of the SEN provision.

SEN in-service training for staff

The SENCO attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. INSET is provided for in the school's budget and school development plan.

In addition, the SENCO arranges and holds INSET for teaching staff and their teaching assistants. Topics have included:

- The role of the TA
- Cued articulation
- Blank Levels of language
- Precision Teaching
- 20/20 reading
- IEP writing

- Positive handling
- CPOMS
- Physiotherapy training

Partnership with parents and carers

Arrangements for including parents and carers of children with SEN follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through IEP/EHC plan meetings, parent surgeries, report evenings, phone calls, emails, letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher or SENCO (by arranging a meeting). Interpreters can be arranged for those parents and carers who would like it.
- Updated IEP/EHC plans to be sent to parents and carers at least once a year.
- Each year the governing board will include the following information on their school website:
 - The success of the SEN policy.
 - Any significant changes to the policy.
 - Any consultation with the LA and other schools and units.
 - How resources have been allocated for SEN provision, including the use of the pupil premium where relevant.

External agencies

A wide variety of agencies are available to support children with SEN and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school liaises closely with a wide range of other colleagues and works with them as they provide therapy within the school. The school refers and liaises regularly with the following services:

- The school doctor/nurse
- The educational psychologist
- The educational welfare officer
- The speech and language service
- Occupational therapy service
- Visually and hearing impaired support service
- Child and family psychiatry service
- Autism outreach service
- The Cognition and Learning Team
- Cystic Fibrosis Nursing team

We would seek to co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Arrangements for complaints

Any complaints regarding SEN provision should initially be discussed with the class teacher or the SENCO. If this fails to provide a satisfactory answer, the issue should then be raised with the principal. If this fails to resolve the complaint, a group of three governors, including the governor who has oversight of the school's SEN provision and who will act as chair, will hear the complaint with the principal and the SENCO giving their case. Where a child has an EHC plan, the LA is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.