

Special Educational Needs Policy

Introduction

Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching differentiated to meet the individual needs of each pupil is imperative. All children have the right to a high quality educational experience and the opportunity to achieve their full potential

A child may have SEND where their difficulties are identified as requiring provision different from that normally available to children of the same age.

- These can be:
- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental health*
- *Sensory and/or Physical needs*

This policy sets out how provision is made for such children.

It has been written with regard to implementing the Code of Practice 2014 which sets out how schools are to support pupils identified as having SEND needs .

Aims and Objectives

- To work in partnership with children and their families at every stage of the SEND process
- To create an environment that inclusively meets the SEND, medical and additional needs of each child;
- To ensure that both SEND, medical and additional needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs; medical needs and additional needs
- To enable all children to have full access to all elements of the school curriculum and assessment.

Inclusion

Through appropriate curricular provision, we respect and provide for the fact that children:

- Have different educational, medical and social/emotional/mental health needs
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates and in different ways
- Need a range of differentiated teaching approaches and experiences which promote progression

Teachers respond to children's needs by:

- Providing support for those who need help with communication and language
- Planning to develop children's understanding through the use of all senses and experiences
- Planning to enable full participation in all areas of learning including physical and practical activities
- Supporting children to manage their behaviour and emotions enabling them to participate safely and effectively in learning
- Making reasonable adjustments to enable them to achieve and progress as individuals
- Working in partnership with parents

- Following advice and strategies given by external agencies
- Reviewing progress termly

Support staff work closely with teachers to respond to children's needs by:

- Sharing learning objectives and contributing to planning learning
- Carrying out differentiated activities or group/individualised programmes
- Suitably modifying learning and or resources to facilitate learning
- Supporting children to manage their behaviour and emotions enabling them to participate safely and effectively in learning
- Promoting independent working by the child

The SENCO will ensure needs are met by:

- Working with the head teacher to determine the strategic development of SEN policy and provision in school
- Being aware of provision in the local offer
- Supporting families to ensure that children with SEND receive appropriate support and high quality teaching
- Overseeing the day-to-day operation of the policy;
- Co-ordinating provision for children with SEND including those with EHC plans
- Providing professional guidance to colleagues
- Liaising with the Designated teacher where a looked after child has SEND
- Advising on the graduated response to provide SEND support
- Liaising with parents of children with SEND and regularly reviewing their progress
- Liaising with early year's providers and other schools where children transferring into school have SEN needs
- Liaising with potential next providers of education to ensure that children and their families are informed about options and a smooth transition is planned and implemented
- Liaising with educational psychologists, Learning support services, CAHMS, health professionals, independent and voluntary bodies as well as alongside the designated teacher social care services and that strategies suggested are then implemented
- Ensuring that school records of SEN are kept up to date including the records of individual children
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made;
Identifying relevant training needs for staff and liaise with the head teacher to provide for these

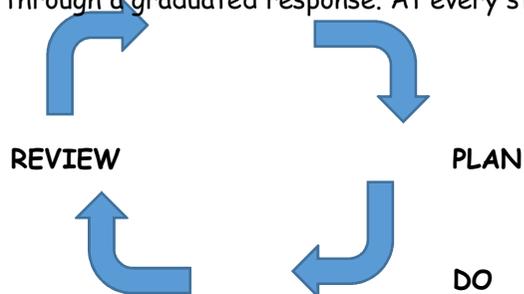
The role of the Governing Body

The Governing Body ensures that there is adequate funding for those children with additional needs and that funds are allocated and spent appropriately. The Governors review and ensure adequate service provision for children with additional needs through service level agreements. The Head Teacher informs governors of how the funding allocated to support special educational needs has been employed. The governors hold the school to account for the performance of these children through understanding achievements and progress.

Assessment and identification

Early identification is vital through a graduated response. At every stage, the school will follow a cyclical approach:

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Concerns may arise through daily learning, regular assessments, observations of the child in all aspects of school life, discussions with the children and or parent. Where parent's or children express that they are experiencing difficulties this will be treated seriously. In deciding whether a child has SEND, the teacher and SENCO will gather relevant information. This will include a clear analysis of the child's needs including assessment, attainment, progress and individual's development. A discussion will be held with parents and the child to identify strengths and difficulties. An agreed outcome at this stage will be sought along with next steps. Clear timescales will be agreed along with a date for review ; reviewing will be termly. This discussion will be recorded on a school monitoring plan and will include pupil, parent and teacher voice. A child's mental wellbeing in relation to their SEND needs will also be addressed. Progress will be monitored in line with existing school practices . This will be recorded on school records as school monitoring.

Following a review where outcomes have not been achieved, despite appropriate support under the school process, and it is felt by both class teacher and parents that additional specialist support and advice is beneficial a referral will be made to the relevant service: Inclusion Services, CAHMS, School Nursing team, EPS, LSS. If the child is under five a referral will be made to the child development centre (CDC) for further assessment. Once further assessment has been carried out recommendations will be made by the service the SENCO will work with the class teacher and parents to implement the necessary interventions, support and any teaching strategies/approaches required. Assessment, monitoring of achievements, personal development and progress will continue to ensure actions have clear impact within clear agreed timescales. At this point the child will be added to the special educational needs register as requiring SEN support (Informal). Where a child is identified as having additional needs (e.g. ASC, anxiety) they will be placed on the additional needs register and progress will be monitored. Where a child is identified as having medical needs, they will be placed on the medical register with appropriate approaches implemented. Progress and provision will be monitored by the SENCO and class teacher to ensure there is impact on actions taken. Regular reviews will be held to evaluate the quality of support, intervention and impact. If parents, services and SENCO, class teacher agree intervention is no longer needed the child will be 'stepped down' to school monitoring.

Where children's needs are highly complex this will be managed at SEND support - through a support plan written and reviewed termly by the SENCO, class teacher, parents and children. The support plan will ensure that educational, health and if necessary social care support is co-ordinated through a carefully planned approach. If, despite providing appropriate targeted support and relevant external expertise, reviews of the SEND Support Plan indicate that the child continues to make little or no academic progress, is working at levels significantly below those of their peers or has increasing additional or medical needs which impacts on their ability to access learning, then consideration should be given to requesting a statutory assessment of their education, health and care needs. This will be done in consultation with services and parents. If a decision is made to proceed with an EHC assessment, an EHC 1 and most recent support plan will be submitted to the SEND service along with the appropriate graduated response documents, who will then proceed to decide whether EHC assessment is necessary. Parent's also have the right to request EHC assessment, the SENCO will provide support and advice in relation to this. Parents are encouraged to involved SENDIASS in this.

Educational, Health and Care Plan

An EHC plan is a legal document describing a young person's needs, what should happen to meet those needs and the suitable educational placement. EHC'S are co-ordinated by SEND caseworkers within the LA who will contact parents and liaise with the SENCO/Head teacher during the EHC process. The LA will inform the parents and school with regard to the decision as to proceed with EHC assessment. Should EHC assessment be deemed necessary, the LA will gather a range of information from agencies involved, generally school, educational psychology and learning support services. Once a decision has been reached to proceed with EHC, a Multi-Agency Planning (MAP) meeting will be held to produce a draft EHC. All agencies including parents will be involved at this stage. Draft EHC'S will be sent to all parties for agreement prior to a panel meeting to finalise EHC. Once finalised, the head teacher has a statutory responsibility to ensure its contents are implemented. This will be done in partnership with the SENDCo. The timescale to produce an EHC is 20 weeks. If a parent or young person requests it, the LA must consider a personal budget in relation to an EHCP. In some circumstances this may include the making of a direct payment. EHC's are reviewed on an annual basis to ensure fitness for purpose. Reviews may also be called should a child's needs significantly change.

Integrated Resource Deaf/Hearing Impaired Children

The school hosts Rotherham's Primary Resource provision for deaf/hearing impaired children. The Resource Provision is staffed by a team of Teachers of the Deaf, Specialist Support Workers, Communication Support Workers, Deaf Instructor., Speech and Language Therapist, Family Support Worker. Staff are based at the school and form part of Rotherham's Hearing Impairment Team (Inclusion support Services). The Resource is led by a Resource Manager who leads the Resource Team, co-working closely and inclusively with the headteacher, senco, classteachers and other school staff to ensure the inclusion and best outcomes for deaf/hearing impaired children. Children also benefit from access to specialist advice from an Educational Audiologist and access to specialist equipment to support their needs.

Access to the Resource is through the EHC process. Children who access the Resource as part of their EHCP are on the school roll and are legally the school's responsibility. The resource is fully integrated into the school. Children are an integral part of their class, accessing their mainstream curriculum (national curriculum) appropriately supported by specialist staff from the Hearing Impairment Team. The children access the Resource Base itself for the specialised programmes and support they require in relation their hearing impairment and as identified in their EHCP and SEN Reviews. These programmes and the children's provision and progress are monitored and developed through a termly provision map which ensures children are progressing as they should. As part of the Inclusion Agenda, staff are given training in working with children with a hearing impairment and provision such as Personal Understanding of Deafness and Reverse Integration are included. The Resource Staff, although part of the Rotherham Local Authority Inclusion Support Services, are included in the mainstream training offer to ensure best outcomes for all children. Where appropriate, where there is additional need, the school will refer to other agencies and access other appropriate support.

Responsibilities are outlined below:

What?	Who?
Annual <ul style="list-style-type: none"> • Calendar • School Improvement Plan • Staff Meeting Plans 	Head Teacher
Day To Day : <ul style="list-style-type: none"> • Issues with children • Daily Planning • Medical issues • Parents • Parents Evening • Assessments • Class Timetables • Transport/school closure 	Relevant Class teacher + Teacher of Deaf+ Assistant HT Inclusion All issues must be recorded on CPOMS.
Assessment <ul style="list-style-type: none"> • Access Arrangements - • Administering assessments - • Curriculum achievements + Tracking- • Specialised Assessments- 	All curriculum assessments - Class teacher/Head Teacher RBM and Inclusion Manager Specialised Assessments - HID link with Access arrs
EHCP : <ul style="list-style-type: none"> • Annual Reviews • Referrals to services (LSS/EPS/ACT/Early Help/TAF) 	Inclusion Manager Co-working with Resource Manager
Provision <ul style="list-style-type: none"> • Provision Map 	Head Teacher + Teacher In Charge (Resource Manager)
Monitoring <ul style="list-style-type: none"> • School weekly Learning Environment, Planning Scrutiny, Work Scrutiny e-mailed feedback • Report HID • Report School • Action Plan - feed into DEP 	Head Teacher/Deputy Head teacher + Team Leader/ RBM Interim feedback e-mailed to Teachers Of Deaf by school
Resource Provision <ul style="list-style-type: none"> • Admissions • Transition- RBM and Headteacher • SLA 	Head Teacher+ Team Leader

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Monitoring and Evaluation

Implementation of this policy is monitored by the SENCO/Head teacher. There is a nominated governor with specific responsibility for SEND who monitors SEND requirements and provision.