

Randwick Primary School: Resilience, Passion, Success



# Special Educational Needs Policy

November 2018

Our values are embedded within our vision and encompass the values for life we use as a focus for our worships (assemblies) each term. Our three key values, are

### **Resilience Passion Success**

These underpin everything we do.

We are a **happy** school and we want our children to be happy above all else and to leave with a love of life and of others.

We believe in an education which is **challenging** and **exciting**, underpinned by **Christian values**; one which meets the needs of our children and the wider **community** and which is **experiential**.

The strong Christian ethos is a distinctive feature of the school and underlies a curriculum that is rich, exciting and challenges the children to achieve their very best.

We believe in a holistic approach: children learn through **connections** to the **community**, to the natural world, and to our school values.

- We aim to develop a passionate love of learning, an engagement with the inspirational natural **environment** found locally in Randwick, and a sense of **wonder** and **love** for our great outdoors.
- We foster **collaboration** and encourage **reflection** and **questioning**.
- We accommodate and encourage **difference**.

We want our children to leave Randwick ready to **thrive** at secondary school, and ready to embrace everything that life throws at them.

### **Introduction**

All schools are guided by the Code of Practice on Special Educational Needs and Disability (revised 2014) At Randwick we fully comply with the guidelines of the Code of Practice. We also have regard for the Equality Act 2010.

The SEND Code of Practice states that:

‘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 him or her’.

A child of compulsory school age 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
- 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 “

The Code of Practice recommends a graduated approach to dealing with barriers to learning, which may be due to one or more of the following areas of need:

- communication and interaction
- cognition and learning
- Social, emotional and mental health and/or physical
- medical

Many children and young people have problems at some time during their school career. For most

children these are short term but for a minority they may be complex and longer term.

Gloucestershire Local Authority has developed a Graduated Pathway to support children and young people with additional needs, which provides a comprehensive service to help families get the help they need. Schools are also part of this Pathway.

### **Objectives of this Policy:**

- To ensure that the school's culture, practice, management and deployment of resources meet the needs of all pupils including those with SEND
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- To ensure that pupils with SEND become confident, enquiring, creative learners
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Early Years Foundation Stage and the National Curriculum, as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To listen and respond to the views and wishes of the child and their family

### **Roles and Responsibilities**

#### **Head Teacher and Governing body:**

The Head Teacher and Governing Body will:

- oversee the provision for any pupil identified as having Special Educational Needs and Disabilities
- ensure that all teachers provide appropriate learning opportunities
- ensure the SEND governor is up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- consult the LA, agencies and other schools, when appropriate, and report to governors on the effectiveness of the school's policy for children with Special Educational Needs and Disabilities
- work with parents to ensure that the SEND provision for their child develops skills, knowledge and understanding as required

The SEND governor informs all governors of the school's SEND provision, including the deployment of funding, equipment and personnel and the effectiveness of the provision.

#### **SENCO:**

The 'responsible person' in this school is the SENCO. The SENCO ensures that all those who teach children with Special Educational Needs or Disabilities are aware of the nature of their needs and the appropriate provision required by:

- managing the day to day operation of this policy
- updating the Graduated Pathway online
- planning the provision for meeting children's special needs (Provision Map)
- providing support, information and advice for staff and parents

- overseeing the records of all children with SEND
- acting as a link between staff, parents, external agencies and support services
- monitoring and evaluating the Special Educational Needs and Disabilities provision and progress of individual pupils, reporting progress to the governing body
- managing the range of resources, human and practical, to enable appropriate provision for children with SEND
- contributing to the professional development of staff in staff meetings or training

### **Teachers:**

- have responsibility for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- provide Quality First Teaching which is adapted to respond to the strengths and needs of all children in the class
- identify a child's difficulties if they do not make progress in response to teaching.
- have due regard to information and targets contained in the children's My Plan (previously Individual Education Plan) and Pupil Profile when planning and implementing learning activities.
- modify teaching and learning as appropriate for children with disabilities.

### **Teaching Assistants**

- are informed of pupil expectations and given time and resources to provide differentiated learning opportunities
- are specifically trained, or receiving training, in appropriate strategies to support pupils' needs
- have knowledge of available resources
- foster pupil participation and promote self-esteem and independence
- deliver learning, or if appropriate support the class teacher to develop the My Plan outcomes

### **Safeguarding**

All staff are aware that children with SEND may be the victims of abuse and that the indicators of this may be hidden by the child's disability. Any changes in emotional behaviour or physical appearance are noted and may be investigated if deemed necessary. Further information can be found in the Safeguarding Policy.

### **Identification and Assessment**

The early identification and assessment of special educational needs and disabilities is vitally important. The earlier action is taken and provision established, the more responsive the child is likely to be with the result that the child will subsequently be able to learn and progress normally. If the child's difficulties persist, then an early start can be made in considering what additional provision may be needed to help the child make progress.

Any of the following may suggest the child may be experiencing difficulties in learning:

Parents'/carers' concern

Class teacher observation and assessment

Lack of response to extra help

Difficulty in accessing one or more curriculum areas

Base line assessments  
In-house testing and assessment  
Records of achievement  
Pupil tracking records  
Records – transferred from another school or pre-school setting  
Any support service or outside agency who have been involved with the child

In identifying children who may have SEND, we consider progress by referring to:  
their performance as monitored by ongoing observation and assessment  
the outcomes from baseline assessment results  
their progress against specified curriculum objectives  
their performance against the descriptors within the National Curriculum  
standardised screening or assessment tools

Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

The identification of special needs of children whose first language is not English requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We consider all aspects of a child's performance in different subjects to establish whether the problems they have are due to limitations in their command of the language that is used there or arise from special educational need or disability.

As well as barriers to learning it is useful to know what aids the child's learning. A **Pupil Profile** may be completed by the child or with help from a trusted adult.

### **Provision and Monitoring**

Where it is recognised by the teacher that a child may be having difficulties, this will always be discussed with the parents or carers. Parents can often give extra information which will help plan the additional support the child needs. The class teacher will inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

With parents' agreement the child will be included on the school's SEND Register, a list which enables the school to plan for and keep track of the pupils included.

Most of the children who join our school have already attended a pre-school setting or another school and in some cases have already had their needs identified and assessed. Information about their needs is passed on from the previous setting so we can quickly make appropriate provision.

If teachers' observations or assessments identify that a child has a learning difficulty, a range of interventions or strategies making full use of all available classroom and school resources will be considered. This support will focus on removing or reducing the barriers which are affecting the child's learning. The SENCO may provide the teacher with advice, support in developing intervention programmes or further assessments of the child's needs.

A **My Plan** (previously Individual Educational Plan) may be written at this point to identify strategies and targets to support the pupil's learning and monitor progress. This plan will involve pupils, parents, teachers, support staff and possibly professionals from an outside agency to develop an appropriate programme of learning. Plans will focus on three or four key individual outcomes relating to key areas in communication, literacy, mathematics and aspects of behaviour or physical

skills. Strategies should be focussed on building confidence and should provide successful outcomes for the child. Progress is often accelerated if parents reinforce the outcomes at home and ideas for activities can be provided.

The outcomes written in the plan will be monitored as part of an ongoing process to check the child's progress but review meetings with the parents will be held termly to consider whether the targets have been met and if necessary set new ones. Records of the discussions held at these meetings are documented and kept with the pupils plan for the current academic year. Learning Target Books will enable teachers to monitor the children's My Plan targets and review them weekly.

If the child's development does not respond to the additional teaching and support provided in the My Plan, advice from an outside agency may be sought. If the child's needs remain significant, the outside agent may recommend a referral to the local authority for an **Education, Health and Care Plan**, formerly known as a **Statement of Special Educational Needs**. (Details about this process can be found in the Gloucestershire Guidance for Parents booklet)

### **Access to the Curriculum**

All pupils have an entitlement to a broad, balanced and relevant curriculum. At Randwick we believe in a creative curriculum which encourages curiosity and enthusiasm for learning. All pupils with SEND are taught with their peers in mainstream classes by class teachers although pupils often work in groups and may be supported by teaching assistants. To provide an inclusive curriculum all teaching and support staff aim to:

- Provide suitable learning challenges.
- Meet the pupils' diverse learning needs.
- Remove the barriers to learning and assessment.

With advice from and the support of the SENCO, teachers match learning to the needs, interests and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills and if needed, materials are modified..

The school and teachers regularly review issues related to pupils with SEND including classroom organisation, teaching styles and methods, materials and tasks to determine how those could be improved.

Literacy and Numeracy support is given within daily class lessons and extra sessions are kept to a minimum and rotated through the curriculum to ensure there is no negative impact of withdrawal sessions on the pupils' whole school experience. SEND pupils may have specific intervention programmes focussed on their needs but these will be time limited and reviewed for their impact

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides all pupils with the opportunity to experience a wide range of additional opportunities and activities. These include visits, school productions, residential adventurous activities, outdoor learning, extra-curricular arts and sports clubs. Pupils with SEND are actively supported and encouraged to join in and benefit from these activities. The health and safety of all pupils, including those with SEND, is monitored carefully throughout these activities. Additional support may be provided to ensure a pupil with SEND can access these additional activities. The school will endeavour to provide additional support for

homework tasks for SEND pupils who might have difficulties in completing them at home. This may include additional computer time or borrowing resources. The school would obviously discuss this with the parents.

### **Record Keeping and Assessment**

Records are kept in school for all our children. It is important that they are accurate, yet as positive as possible. This is particularly important for children with special needs and disabilities.

### **Class Special Needs Folder**

This is kept securely by the class teacher in the classroom and contains information about children who need additional support or monitoring. It includes My Plans and any other relevant information such as individual records of support work kept by the teacher or teaching assistant or records of children who are working on specific programmes. A section within the file may contain relevant articles and information about specific SEND topics and INSET notes. At the front of the file there is a confidential medical information sheet about all the children within the class. If the teacher is absent, this information should be offered to the supply teacher.

### **Monitoring and Evaluating the effectiveness of SEND provision**

All staff and Governors are committed to regular and systematic evaluation of the effectiveness of the school's work. Effectiveness of provision for SEND is analysed by:

- Regular meetings between SENCO and Head Teacher/Teachers/Teaching Assistants
- Regular observation of teaching and interventions by head teacher and SENCO.
- Analysis of the attainment and achievement of all pupils including those with SEN.
- Success rates in respect of My Plan outcomes.
- Scrutiny of teachers' planning and pupils' work to reflect My Plan requirements (My Plan books).
- The views of parents and the pupils expressed at review meetings.
- Regular monitoring and challenge of the school's provision by the SEND Governor
- Maintenance of assessment records and tracking of year on year progress. This is completed as part of the whole school assessment process allowing accurate tracking of progress and comparisons with year group expectations.
- Assessments of phonic skills, reading ages and spelling ages

### **Arrangements for Continued Professional Development for all staff**

- SENCO to attend local cluster and county meetings
- SENCO to attend appropriate meetings of external professional bodies
- Training for TAs in relation to specific needs in school
- Whole school training sessions for all staff

### **Involving Pupils in the decision-making process**

All teaching and non-teaching staff at Randwick C of E School are in agreement with the rights of the child as detailed by the United Nations Convention.

Children have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

Children are encouraged to participate in all decision-making processes including:

- Contributing to the assessment of their progress
- Setting learning targets and contributing to My Plans
- Contributing to the annual review
- Discussions about choice of schools
- Being involved in transition planning.

All pupils need to be a part of these processes, to know they are listened to and that their views are valued and acted upon.

### **Partnership with Parents of Pupils with SEND**

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school welcomes the input of 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:

- play an active and valued role in their child's education, fulfilling their responsibilities as parents
- be aware of their child's entitlement within the SEND framework.
- be involved in decisions about how their child is educated.
- have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

### **Arrangements for Dealing with Complaints from Parents**

The school has a Complaints Policy (available on the website) which describes the procedures which deal with any complaints from parents. It is always best to resolve issues at an early stage with the class teacher or Headteacher but if this is unsuccessful there is a formal procedure available to parents through the Clerk to the School Governing Body.

**Further information is available in the school's SEND Local Offer which is available on the school's website. This links with the Gloucestershire SEND Local Offer available on the Gloucestershire website.**

### **Other related school documents**

Gifted and Talented Policy

Teaching and Learning Policy

Behaviour Policy

Equality Policy

Safeguarding Policy

**Policy Monitoring and Review**

**This policy is monitored by the school governing body and will be reviewed as part of this established cycle of school review or following changes to statutory legislation.**

**Policy Leader:** **Mrs Inger Metaj (SENCo)**  
**Mr David Poad (Headteacher)**

**Dated:** **Autumn term 2018**

**Approved & signed by governors:**

**Review Date:** Autumn 2019