

Special Educational Needs and Disabilities Policy



Rosehill Methodist Community School

VISION:

All the children at Rosehill Methodist Community School deserve the best and we aim to provide excellence in terms of learning opportunities within school. We believe in learning through exciting, practical engagement both within and beyond the school. All our staff are highly trained and totally committed to working with children to achieve the highest possible standards.

March 2015

SENDCO and Inclusion Coordinator: Mr D Whiting

Governor: Mrs R Gascoigne

Head Teacher: Mrs G Simm (Executive Head Teacher)

Mrs C Redman (Associate Head Teacher)

Renewal Date: March 2018

Roeshill Methodist Community Primary School

Sections covered in this policy are:

Vision

1. Definition of Special Educational Needs
2. Staff in school who work with pupils with Special Educational Needs and their Parents
3. Identifying when a pupil has special educational needs.
4. The ways in which we identify pupils have special educational needs
5. The provision we make for children with Special Educational Needs
6. Education and Health Care Plan
7. The Local Offer
8. Record Keeping
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Signed.....Head teacher

Signed.....Chair of Governors

The Vision for Our School:

All the children at Rosehill Methodist Community School deserve the best and we aim to provide excellence in terms of learning opportunities within school. We believe in learning through exciting, practical engagement both within and beyond the school. All our staff are highly trained and totally committed to working with children to achieve the highest possible standards.

We continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Purpose of policy: To outline the special educational needs provision for pupils at Rosehill Methodist Community School.

We aim to:

1. To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice January 2015.
2. To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
3. To ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours
4. To ensure that all our pupils are involved in decisions made about them and their education
5. To ensure that we involve our parents in school life and keep them informed about their children's progress.

1. Definition of Special Educational Needs:

'Children have special educational needs if they have a *learning difficulty or a disability* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty or disability* if they:

- a) Have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority

(c) Are under compulsory school age and fall within the definition at (a) or (b) Above or would so do if special educational provision was 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.'

2. Staff in school who work with pupils with Special Educational Needs and their Parents:

All teachers in school teach pupils with special educational needs.

The following people have particular responsibilities:

The Head Teacher Mrs G Simm and SENDCO Mr D Whiting ensure that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. The SENDCO meets with the SEND Governor on a regular basis to discuss programmes of support and individual needs.

SEND Governor Monitors and evaluates provision and reports to the governing body.

Class teachers provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENDCO any child that may be causing concern and are responsible for reviewing and updating children's IEP's on a regular basis

Special Needs assistants and Learning Mentors provide specified work and carry out planned programmes of work according to children's IEP's.

Middy supervisors and other ancillary staff are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

3. Identifying when a pupil has special educational needs:

It is important that a pupil's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a special educational need. After a discussion with their child's teacher they are asked to sign to acknowledge that their child has been placed on the special educational needs register, and their level of need.

4. The ways in which we identify pupils have special educational needs are:

In School:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Screening or assessment tools used including P scales where appropriate
- Information passed on from previous schools
- Information from parents

The class teacher will discuss concerns with the SENDCO. These concerns will then be discussed further with the teacher at the termly SEND review meetings.

Children who enter mid-year or after foundation year:

- SENDCO liaises with staff from leaving school.
- Teacher and SENDCO may visit the child in leaving school.
- All paper work is transferred on admission of SEND pupil.

5. The provision we make for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support pupils with special educational needs by:

Specially prepared learning materials
The use of appropriate ICT equipment
Deployment of teaching assistants
Individual and group teaching sessions/support sessions
Specialist equipment/resources
Signing and assisted communication
Using specialist intervention programmes within the Waves of Provision
Social skills programmes
The role played by school in social services' assessments
Seeking support and involvement from Outside Agencies.

Special Needs Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Needs Register. The children will then be classed as SA+ (Support Action Plus). The criteria Rosehill Methodist Primary use to identify children as having a special Educational needs is detailed below:

- A child working significantly behind their peers and requiring additional learning support and who has support from a specialised outside agency.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.

All children in school have educational targets set regularly. If the class teacher and SENDCO feel that a child need targets in addition to the targets already in school which address their specific Special Educational Needs then they will be given an Individual Education Plan (IEP)

The targets on the IEP are based on collaboration between all the parties involved i.e. the child, parent, SENDCO, Teacher and Teaching Assistant. A PIVATS assessment also informs the target setting. Staff work hard to ensure that the targets are Specific to the child needs, measurable and achievable.

Parents are involved in putting together this plan and in reviewing it three times a year.

Prior to September 2014, there were two levels to the SEN Register (School Action and School Action Plus). The new code of practice in July 2014 adjusted this so there is now just one level to the SEND register following the criteria described in section 1 (The definition of Special Educational Needs).

6. Education Health Care plan

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant changes arising from the new code of practice is the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education, Health and Care Plan. This will be supported by an Education, Health and care Plan pathway. Children with existing statements will be transferred onto an Education, Health and Care Plan. This will usually be completed through the annual review process. The new plan will provide the same statutory protection and rights as the Statement.

7.) The local offer

As part of the new Code of Practice January 2015. Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The Local Offer should cover:

- Support available to all children and young people with SEN or disabilities from Universal services such as schools and GPs

- targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.

Further information about the Local Offer is located on the school website under the Special Educational Needs section.

8. Record Keeping:

We record all the steps taken to meet pupil's special educational needs. The SENDCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

Information from previous schools
 Information from parents
 Information on progress and behaviour
 Information about levels and use of additional support
 Provision maps detailing the support they have been given and the impact it has had.
 Information from Health/Social Services
 Information from other outside agencies e.g. Speech and Language Reports, Paediatrician Reports or Educational Psychology reports

9.) Assessment

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results profile points.
- National Curriculum (in line with age expectations.)
- Progress measured PIVATs.
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development.
- Assessments by a specialist service, such as educational psychology, identifying additional needs.
- Specific assessments associated with Intervention Programmes being followed.

10.) Information management:

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

We ensure that all staff in school are made aware of individual pupils' special educational needs and what provision is made.

We ensure that all information is passed on to new class teachers through our own internal transfer system and that all classes have a supply folder that makes them aware of any children with special educational needs and the strategies the school uses to ensure their needs are met.

We ensure that children's needs are discussed and reviewed regularly. This is done every term. Children who have more complex needs are reviewed with a separate meeting with all parties involved. The children are fully involved in setting their own targets.

11. Working with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education. In our school we involve parents with:

- Review meetings that follow the 'Structured Conversation' format for more complex SEND children or on request or when appropriate for other children on the SEND Register
- Developing the child's pupil profiles.
- Homework policies and arrangements
- Sharing information through the SEND section on the website.
- Parents evenings
- Parent support groups
- Acting as voluntary helpers
- Providing breakfast and after school clubs for pupils
- Developing an 'open door' ethos towards parents which welcomes and values their views
- A non-teaching SENDCO available to meet/speak with parents.
- Sharing information about their child
- Sharing information with other people on their own experiences and knowledge of aspects of SEND
- Linking with Parent Partnership Services and relevant voluntary organisations.

12. Working with Children:

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve pupils in their target setting
- Ensure that the views of the pupil are sought (School council)
- Encourage pupils to become involved in the wider life of the school
- Involve pupils in buddying and supporting younger children

13. Working with LA Support Services:

We have a range of Support Services in Tameside that we can call upon to give us advice, support and training on SEND. In our school we have involvement from:

- Early help team
- Integrated services for young people
- Speech and Language Therapy Service
- Education Psychology Service
- Occupational health
- Specialist teachers for sensory impairments
- Special schools

14. SENDIASS (Formally known as Parent Partnership Services):

Parent Partnership Services provide information; advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one. This can be accessed through:
www.tameside.gov.uk/sen/parentpartnership

In our school we:

- Publicise SENDIASS and how to contact them
- Publicise the range of information for parents published by SENDIASS and how parents can access this

15. The Health Service and Social Service:

Many pupils with SEND have support from or involvement with Health and/or Social Services. These pupils are helped best when all professionals work closely together.

In our school we:

- Liaise with professionals from the Health Service such as GP's, Paediatrician's, Health Visitors and school Nurses to seek advice and support for pupils.
- Ensure information on pupils' needs is shared amongst professionals
- Involve Health and Social Services professionals in reporting on pupils' needs and progress and in attending review meetings.
- Implement the advice of health professionals, including the drawing up of Health Care plans

16. Admission to School:

Our schools admission policy/Mission statement ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

17. Disability Access Scheme:

Under our duty of care we draw up a plan that describes how we intend to improve access to learning in our schools for pupils who have disabilities. This plan is reviewed and updated every three years.

Our Scheme describes how we intend to do this and is available for inspection. If you would like a copy of this please contact the SENDCO. This can be found in the Disability Equality Policy.

18. How we develop staff knowledge and skills:

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.

This training is provided in the following ways:

- In-house training
- Mentoring
- Job shadowing
- Visits to/links with other schools, including special schools
- Attendance at externally provided training events
- Participation in accredited training opportunities.

19. How provision for special educational needs is funded:

The Age Weighted Pupil Unit and pupil premium (AWPU) is the sum of money provided to school for every pupil on roll. Some of this money goes towards providing for children with special educational needs as well as for all other pupils. The AWPU covers costs associated with:

- The employment of the SENDCO
- Providing an appropriate differentiated curriculum for pupils

The Pupil Premium grant is a grant given by the government for the educational benefit of pupils registered at that school. It is allocated to schools in two parts:

Pupil premium for pupils known to be eligible for free school meals (FSM) and service children in mainstream schools

Pupil premium for looked-after children and pupils eligible for FSM in non-mainstream settings

In addition school receives allocations of funds from the LA to be used specifically to provide for pupils with SEND.

ASN - Used to support children who require differentiation in the curriculum and to support children who receive AFN and HLN funding.

AFN – the school receives money for children on School Action Plus (SAP). This is allocated through a bidding process which is moderated through the Family of Schools.

HLN – the school receives additional HLN funding for specific children.

20. How we evaluate our SEND policy:

The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEND.

- Parent's views are sought through questionnaires and the Parent's Forum.
- The progress of pupils with SEND is measured, e.g. year by year data

analysis,

- including 'P' level and PIVATs data where applicable
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through individual discussions with teachers and the SENDCO.
- The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its staff to meet the full range of SEND within the school.
- All pupils are encourage to participate fully in the life of the school

21. How we deal with complaints:

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENDCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. A copy of this is in your Parents Handbook on the school website.

22. Where can I find out more information?

Leaflets are available from the SENDCO and

from: www.dcsf.org.uk

The school website www.rosehill.tameside.sch.uk

A definition of terms leaflet is available from the parent's handbook or from school.

Definition of common terms related to SEND:

Annual Review

Review of Statement/EHC Plan by LEA that must occur at least annually

Code of Practice

Guidance for LEA's & schools on how to identify, assess and provide for children with SEND.

Early Years Action/Action Plus

Special Educational provision for pre-school children

Educational Psychologist

Person employed by the LEA to assess and advise on a child's learning difficulties.

Education Health Care Plan

Replacement for the Statement. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them

Independent Parental Supporter (IPS)

Volunteer providing practical and emotional support to parents.

Individual Education Plan (IEP)

Programme of learning objectives and teaching strategies.

Local Authority (LA)

The body responsible for schools and for assessing and providing for SEND.

Learning Difficulty

Significantly greater difficulty in learning than other children of the same age, or disability which hinders use of general educational facilities.

Mainstream School

School that caters for all pupils, including those with SEND.

Maintained School

School maintained by the LA.

Preferred school

School chosen by parents where the LA must consider placing your child.

Proposed Statement

The draft form of the statement made available for comments and preferred school.

School Action/Action Plus (SA/SA+)

Special educational provision for children of school age. The two levels to the register no longer exist from Sept 2014 but this was the previous term used for 2 levels within the SEN register

Special Educational Needs and Disabilities (SEND)

A child has SEN if s/he has learning difficulties that require special educational provision.

Special Educational Provision

Additional or different education for children with SEND.

SENDCO

A member of staff at school who has responsibility for coordinating special educational provision.

Special School

School that caters for children with Statements.

Statement of Special Educational Needs

The term used for the process followed before April 2014 when EHC plans were introduced. It was a document which sets out all of a child's SEND and how and where special provision will be made.

Additional school needs (ASN), Additional family needs (AFN), High level needs (HLN)

These define the source of funding for children dependent on the severity of the child's impairment and are allocated through a bid process.

CAF- Common Assessment Framework

This is a framework that draws together all the information there is surrounding a child from lots of different services in order to fully understand their needs.