



**SPECIAL EDUCATIONAL NEEDS and
DISABILITY**

POLICY 2016 - 2017

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RYHILL JUNIOR, INFANT AND NURSERY SCHOOL

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Introduction

This policy has been written in line with the expectations and guidelines of the Children and Families Act 2014 and the SEND code of practice 2014. Ryhill Junior, Infant and Nursery School provides a broad and balanced curriculum for all children. The Early Years Foundation Stage and The National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning teachers set suitable learning challenges and respond to the diverse learning needs of the children. Some children have barriers to learning which mean that they have special needs and require particular action by the school. Teachers take account of the special educational needs presented by the children they teach and make provision to support individuals or groups of children through their planning. This will ensure that all children are able to access and participate fully in the curriculum. Some children may require additional or different help from that given to other children of the same age. Children may have special educational needs at any point during their school career. These may last throughout the time a child is in school, or may present for a given period of time, after which, often as a result of intervention strategies employed to support the child, no particular action is required. Teachers take account of the type and extent of the difficulties experienced by individual children in their short term planning.

Aims

The aims of this policy are:

- To create an environment which meets the educational needs of all children;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all stakeholders in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that the children have a voice in this process.

Educational Inclusion

To achieve its objectives for SEND the school needs to constantly review procedures, practice and policy to ensure that it:

- Sets suitable learning challenges;
- Responds to pupils' diverse learning needs;
- Overcomes potential barriers to learning and assessment for individual and groups of pupils.

A definition of SEND

Special Educational Needs and Disability is a term embracing a wide diversity of need. At Ryhill Junior, Infant and Nursery School, children are identified as having Special Educational Needs if they have a learning difficulty which calls for Special Education Provision to be made for them.

Children have a learning difficulty 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 prevent or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local education authority;
- c) are under compulsory school age and fall within the definition a (a) or (b) above or would so do if special educational provision was not made for them;
- d) have social, emotional and mental health issues which results in limited access to the curriculum.

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.

Special education provisions means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in

schools maintained by the Local Educational Authority, other than special schools, in the area;

(b) for children under two, educational provision of any kind.

The School's SEND Co-ordinator - role and responsibilities

The school's SEND co-coordinator is Mrs Laura Duffy. As SENCO she is responsible for ensuring that the school achieves its objectives through the implementation of its SEND policy. To do so she will need to:

(a) assist in the identification and assessment of children with SEND and regularly update the register;

(b) assist in the provision of suitable resources for children with SEND;

(c) ensure that suitable targets are set in the form of a One Page Profile (formally Individual Educational Plans - IEPs) for children requiring SEND support and that these are regularly monitored and reviewed by the class teacher termly;

(d) ensure, where possible, that children with SEND are aware of targets set and how they can work to achieve them. Their views will be evident, wherever possible on the One Page Profile;

(e) ensure early and regular involvement of parents. Parents will be invited to review the progress of their child at least termly;

(f) liaise with outside agencies such as Special Educational Needs Assessment and Review Team (SENART) and Educational Psychology Service (EPS);

- (g) organize, chair and report back the recommendation of annual reviews;
- (h) initiate, where appropriate, formal statementing procedures to apply for an Education and Healthcare Plan (EHCP);
- (i) Implement, where appropriate, the 'My Support Plan' for children with needs which may need to be met by applying for an EHCP);
- (j) keep up to date with issues involving SEND by attending courses, conferences and networking with other SENCOs;
- (k) feedback current debate to staff, identifying relevant courses for teachers and provide appropriate INSET within school;
- (l) maintain the school's SEN register and oversee the records on all pupils with SEND;
- (m) Organise interventions for groups or individual children who require additional support;
- (n) Be involved in the deployment of support staff;
- (o) Liase regularly with the governor for SEND;
- (p) Meet with parents to inform them of changes to SEND practice and reforms.

The role of the governing body

The Governing Body must:

- do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs or Disability;

- ensure that, where the 'responsible person'- the Headteacher- has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs;
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interest of co-coordinated special educational provision in the area as a whole;
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- Report to parents on the implementation of the school's policy for pupils with special education needs;
- Have regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs;
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child;

- Ensure information is available on the school's website about the Local Authority offer and SEND Information Report for Parents;
- Ensure that in the absence of the SENCO, an appropriate person is trained to take over the job and parents are informed.

The Governor responsible of SEND is Mrs Susan Richards

One Page Profiles

All children on the SEND register will be referred to as requiring SEND support. These children will have a One page Profile written jointly by the class teacher, child and parents or carers. It will detail the child's strengths and areas which need developing. It will take into account the child's views about their education as well as that of their parents or carers. It will include small, measurable, achievable targets for the children to work on over the term. Strategies of how the targets can be achieved will be detailed along with resources needed. Any involvement from outside agencies will be added along with interventions and support provided by school. Progress will be added to page two of the One Page Profile and the next cycle of targets shared with parents and child. If the child has a different timetable to that of the other children in their year group, a personalised timetable will also be attached.

Allocation of resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school. Funding for all children with statements of

special educational needs or EHCPs is now devolved through the delegated budget, and the SENCo is responsible for completing applications for any extra funding. The SENCO will be expected to apply for additional funding for children with a statement or EHCP through the 'Top Up' funding.

Children with statements have an assigned support assistant who will help the child work towards targets specified on IEPs and their statement. They will also be used to help develop the child's independence skills so they are not overly reliant on adult support or to prepare resources for the child. Children will not receive one to one support.

Teaching assistants are used in classes where required to help the teacher to differentiate activities to allow all children to access the curriculum.

The school also has a Learning Mentor. Her role is to support children throughout the school with any immediate issues which may affect the child's ability to learn. She also delivers wave 2 and 3 interventions (1:1 or very small group) for children on the SEND register.

The SENCO works closely with the assessment co-ordinator to organise and ensure the effective running of wave 3 interventions such as 'reading recovery', 'catch up', 'speed up', 'fit to learn' and 'music interaction'. These interactions are monitored using entry and exit

data to check the effectiveness of the programme. Staff who deliver these interactions are observed for effectiveness by the SENCO. The aim of wave 3 interventions is for children to make rapid progress in a short space of time.

Admission arrangement

The admissions policy for children with SEN is the same as the policy for all children and can be found in our school brochure and on the school website.

SEN specialisms and facilities

The school is fully accessible for children in wheelchairs. There are a number of adaptations, such as electromagnetic door closures, for children in wheelchairs and support staff have had training in manual handling. We do, therefore, believe that we can offer good support for children with physical disabilities. Further information can be found in our access policy.

Assessment

Early identification and intervention is essential. The class teacher will inform the parents at the earliest opportunity to alert them to concerns and ensure that the SENCo is aware of potential issues. The class teacher and SENCo will assess and monitor the progress of the child in line with the school working practices and if necessary consult with the parents to devise a programme of support. All children are monitored regularly by the class teacher who liaises with the SENCo to ensure that changes in rates of progress are noted as quickly

as possible, and if appropriate intervention organised. Once support of any kind is in place that too is closely monitored to ensure that it is effective and adjusted as the child makes progress. Close tracking of all SEN children is carried out by the SENCO and assessment co-ordinator.

The One page Profile will be reviewed at least once every term and the outcomes recorded. The One Page Profile is, however, a working document and will be updated/changed as the child makes progress, towards meeting targets. Pupils will participate in the review process (according to age and abilities) and will be invited to comment on their progress and targets set. Parents will also be invited to participate in the review and target setting process and to record their comments as part of the process. The SENCO may offer advice, or attend IEP reviews, but it is the class teacher's responsibility to manage to review of previous targets and the setting of new ones.

SEND support

If the pupil does not make adequate progress the school, and a Special Need is identified, the child will be placed on the SEN register. The stage for all SEND child is now called SEN support. The SENCO will seek advice and support from other specialists agencies such as SENSS and EPS when interventions have been unsuccessful for particular children and all additional support has been explored. 'My Support Plan' will be filled in and a cycle of three waves of support tried before other agencies are involved. At all times pupils and parents

will be fully involved and kept informed about involvement of external agencies and proposed interventions.

These agencies may provide additional resources, advice on suitable strategies for adapting the curriculum and different approaches to teaching. They may attend One Page Profile reviews and offer advice to parents on how they can support their child's learning at home.

If a pupil demonstrates a significant cause for concern, the SENCO may request an EHCP.

The criteria for initiating a statutory assessment and all following procedures are clearly outlined in the Authority's SEND document. The child will continue to receive support throughout this process. A 'My Support Plan' will be initiated first as a form of evidence for the need to apply for an EHCP.

Children with a Statement of Special Educational Needs or EHCP

Some pupils may have statements of SEN or an EHCP, in addition to the regular review of their One Page Profiles their progress and the specific support outlined in their statement or EHCP will be reviewed annually and a report will be provided for the Local Educational Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer and parents will be involved at all opportunities.

Inclusion

To achieve its objectives for SEND, the school needs to constantly review procedures, practice and policy to ensure that it;

- Sets suitable learning challenges;
- Responds to pupils' diverse learning needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils.

SEND Policy Success Criteria

The success of the school's SEND Policy will be judged against the objectives set out in this policy, namely 'to fully integrate all pupils, including pupils with SEN, into the academic and social life of the school so that they are able to achieve their full potential.' The policy will be reviewed annually with the SEND governor and the following criteria used to ascertain how well it has met these objectives;

- Progress of children with SEND eg through use of reading scores and points progress;
- Parental involvement and parental satisfaction with the way the school has met the needs of their child;
- Success of methods of recording eg One page Profiles;
- Suitability of resources made available;
- Deployment of staff;

- Liaison with external agencies such as SENSS.

Staff experience and qualifications

The SENCO will keep abreast of current thinking on SEN and provides feedback to relevant staff. She has attended LA training 'Nuts and Bolts' for new SENCOs and the SENCO keeps up to date with current reforms. This is disseminated to staff and parents in school.

Staff Development and Training

Our three main aims are:

1. To initiate and facilitate staff development programs concerned with SEND for all staff
2. To disseminate to colleagues knowledge and research pertaining to SEN
3. To ensure that staff have access to INSET outside that provided by the school

Partnership with Parents

Recent legislation has meant that closer contact and more informed reporting is a right of all parents and legal guardians and it is the responsibility of the school to ensure that this takes place. With regard to those children with learning difficulties, it is of paramount importance that the school establishes good working relationships with parents in order to support their children.

It is necessary to have early contact with parents, informing them that the school feels that extra help for their child would be appropriate and to share views and concerns about the child. This initial contact is very important as it sets the tone for all future meetings.

We will ensure that this first contact is such that it does not deter, but encourages the parent to take an active role in working alongside the school.

Regular updates on the child's progress will be given, as will additional ideas and suggestions for work to be done at home.

Parents will be encouraged to contact school at any time if they have a concern relating to any aspect of the special needs support programme.

Parents will be consulted about changes to policy, reforms and recording of progress eg One Page Profiles.

Link with Outside Agencies

The school has close links with the Educational Psychology Service, The Communication and Interaction Team, the Advisory Service for Visual and Hearing impairment, Occupational Therapist and the Speech and Language Therapist. It also maintains contact with Social Services, the Educational Welfare Service, Local Health Visitor and School Nurse. Advice is regularly sought from the Special Educational Support Services for children who are presenting specific learning difficulties. When children leave our school, meetings are arranged with the receiving school to discuss fully children with special educational needs and to pass on detailed records of their progress and their individual support programme.

Complaints procedure

Complaints in relation to SEND are in line with other aspects of the school functioning and procedures outlined in the school brochure should be adhered to.

SEND GLOSSARY

EHPC	Education and Health Care Plan
EPS	Education Psychology Service
IEP	Individual Education Plans
INSET	In-Service Education and Training
OPP	One page Profile
SENART	Special Educational Needs Assessment and Review Team
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SENSS	Special Educational Needs Support Service

Levels of support:

Wave 1	Quality First Teaching;
Wave 2	Wave 1 plus additional, time-limited, tailored intervention support programmes;
Wave 3	Wave 1 plus increasingly individualised programmes.