



Redlands Primary & Nursery School

Special Educational Needs Policy

Member of staff responsible: A Burvill

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience



some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Redlands Primary School is a fully inclusive school. We welcome children of all talents and abilities, and aim to meet their needs alongside their peers. We are proud of the way our children work and play together, and of the way they learn tolerance, acceptance and understanding from each other.

Redlands Primary School provides a broad and balanced curriculum for all children. This is our 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 children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

The aims of this policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational 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
- to enable all children to have full access to all elements of the school curriculum.



Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN, continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the Senco and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of specialists from outside agencies** when the pupils' needs cannot be met by the school alone. These may be from Schools and Families Specialist Support, from the Bassetlaw Primary Behaviour Behaviour Partnership, or from any of the services provided through Health.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular meetings with the class teacher, and Senco as appropriate, and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. membership of the School Council].
- **Ensure access to safe places outside of the classroom, where pupils may safely reflect on feelings, or satisfy sensory needs.** Children will be able to access the Sensory room at times when their emotions need space to calm down, or when sensory demands in the wider school environment have led to a need for sensory feedback in a specific place.

2. Responsibility for the coordination of SEN provision

- The person responsible for co-ordinating and overseeing the day to day provision of education for pupils with SEN is the SENCO.



The SENCO liaises with professionals from beyond the school setting and seeks their advice for assessment and programmes of work.

1. School and Family Support Service
2. Medical Officers
3. Social Services
4. Educational Psychologists
5. Hearing Impairment Services
6. Speech therapists
7. Physiotherapists
8. Visual Impairment Services

3. Arrangements for coordinating SEN provision

The Senco will hold details of all SEN Support records such as provision maps, IEPs, records of meetings, etc, for individual pupils.

All staff can access:

- The Redlands Primary School SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision.
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.



4. Admission arrangements

Children with an identified sensory, physical, learning or other Special Educational Need are, along with Looked After Children, the highest priority for admission to this school.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Year 6 pupils at Redlands Primary School would traditionally transfer into Outwood Academy Valley. Excellent transition arrangements are in place, planning for which begins in the autumn term prior to transition. All students have 3 full days at Valley, usually in June prior to transition. Additional visits are provided for children with SEN, pupils with emotional difficulties, and children for whom transition to secondary school will be challenging due to immaturity, attitude, etc.

Individual transition is arranged for pupils with or without SEN who will be attending a secondary school outside the catchment school.

5. Specialist SEN Provision

At present we have 30 pupils who have been assessed as having Special Educational Needs. The kinds of needs that are seen in our school are learning, behavioural, emotional, social, physical and medical problems. We are committed to whole school inclusion and in implementing this policy we believe pupils will be helped to overcome these difficulties.

6. Facilities for pupils with SEN

The school has a range of specialist SEN facilities in place:

1. We are a fully accessible school, with lifts and wheelchair ramps to ensure access to all areas of the school.
2. Increased access to the curriculum is offered in the form of readers, scribes and more time to complete tests/tasks.
3. An individualised curriculum.
4. Sensory facilities.
5. We are recognised as a 'Dyslexia Friendly School'.
6. We have, including the SENCO, 10 members of staff who specialise in SEN provision and support.
7. We are committed to whole school inclusion.

7. Allocation of resources for pupils with SEN

All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEN may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Worksop Family of Schools comprises of two secondary schools and their feeder primary



schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family Senco will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Senco and Leadership Team are responsible for identifying and prioritising the required resourcing for special needs provision within the school.

The Head Teacher regularly informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher is responsible for determining the allocation of Pupil Premium.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.



- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Senco and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.



All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Senco.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the Senco will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible



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for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort is made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the Senco will consult with the child's parents for other flexible arrangements to be made.

Progress of individual children is monitored closely by class teachers, subject coordinators and the Leadership Team. The success of the curriculum offer is formally monitored and reviewed and adjusted at the end of each term to ensure that it remains as supportive of learning as possible.

At Redlands we aim for the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback



- Providing regular training and learning opportunities for staff in all phases on the subject of SEN and SEN teaching. Staff are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the Senco in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Redlands Primary School Governing Body oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Strategies for differentiation are listed below.

Differentiation by task

Either individuals or groups are given different tasks based on prior attainment.

Differentiation by outcome

Work on the same task following a common stimulus, but the teacher has a range of expectations based on previous learning and makes individual comments to children based on outcomes for that activity.



Differentiation by resources

Pupils are set a common task but are given different resources, which may extend or support them.

Differentiation by support

Pupils work on a common task, but a group or an individual receives additional support from

the class teacher or another adult, who may use a variety of techniques to aid the learner to undertake the task.

Differentiation by input

Pupils are given a particular task, but whereas some pupils are set directly to the task, others have it broken down into small manageable steps. Input may be presented in alternative ways, e.g. signs and symbols.

Differentiation by grouping

Pupils have a common task to complete, but some or all are grouped in a way which enables them to achieve success.

Differentiation by extension

Pupils are set a common task, but a group or individual receives an additional challenge as all extension.

Differentiation by information

Pupils are set a common task, but are given different information or different amounts of information, which extends or supports them.

Differentiation by role

Pupils undertake a joint task, but individuals are given separate roles in achieving the task.

Differentiation by recording

Pupils are set a common task but there are different recording demands or methods according to the prior attainment of children.

Differentiation by pace

Pupils are given a common task, but the time allocated for completion of the task is based on prior attainment.

Individual Education Plans, (IEPs) which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience



success. All children on School Support and above are required to have an IEP; some of these may be group rather than individual programmes of support.

Our I.E.P.s are working documents. They include information about:

- The short - term targets set with the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success criteria
- Outcomes (to be recorded when IEP is reviewed)

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. Where it is deemed advisable, after consultation with parents and any external agencies that may be involved, pupils will be taught life skills in the appropriate area of the school. There will also be instances when pupils will be taken out of school, to learn skills involved in crossing the road, shopping, handling money etc, again with parental permission and involvement.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

The success of the policy will result in the needs of all children with SEN being met by:

- Having the systems in place to identify children with SEND as early as possible.
- Regularly reviewing of the child's progress against targets set.
- Making use of good practice in planning for teaching and assessing children with SEND.
- Receiving appropriate funding to support the child's needs at family and LEA levels.
- Providing additional intervention of progress is not adequate.

Pupil progress will be monitored on a termly basis in line with the SEN code of Practice.

Monitoring the success of the policy will take place through:

- On-going teacher and T.A. observations of the child in the daily classroom setting.
- Differentiated short-term planning by the class teacher to meet the child's needs.



- Evidence of progress towards targets at the IEP reviews.
- Discussion with outside agencies about the child's progress
- More age appropriate scores on standardised testing.
- Discussion at an appropriate level with the child about their progress.
- Discussion with parents/ guardians about the child's progress.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Senco, Head Teacher and SEN Governor. Information is gathered from different sources such as child and parent surveys, staff monitoring and evaluation, parent consultation meetings, 'Family of Schools' moderation. This will be collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Responses to questions such as progress across the year, attainment, accelerated learning and attitudes to learning will help inform school development and improvement planning.

12. Complaints procedure

All parents and carers have access to the Complaints Procedure through the School web site.

In addition to this, if a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or Senco, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

All school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

Staff are invited to attend any training that is relevant to their experience and year group.

This training may be offered by:

- The Local Authority, in the form of conferences, accredited training, one-off events etc.
- The Family of Schools.
- The Senco.
- External agencies.

The Senco attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.



We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The Senco, with the Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Senco, who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Speech and Language Therapy.
- Schools and Families Specialist Support Services.
- School Nursing Team.
- Sure Start Children's centres.
- Physiotherapy.
- Occupational Therapy.
- Child and Adult Mental Health Services.
- Social Care

15. Working in partnerships with parents

Redlands Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, review meetings involving all stakeholders, parent's evenings, provision reviews, and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Senco may also signpost parents of



pupils with SEN to the Local Authority Parent Partnership service where specific advice, guidance and support is available.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor, Tim Halsall, may be contacted via the School Office at any time in relation to SEN matters.

16. Links with other schools

The school is a member of The Worksop Town family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. There is also a Family Senco who coordinates the Send offer across all Worksop schools.

Transition

Transition arrangements are in place between every move of year groups. Written documentation is passed to the next teacher and contains details of any SEND needs of each pupil if appropriate. Pupils in Year 5 attend events arranged by our local secondary schools. Meetings are arranged for SEND pupils in Year 6 and transition programmes are put in place. An extended transition programme will be arranged for any pupil for whom this is deemed necessary.

17. Links with other agencies and voluntary organisations

Redlands Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Senco is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Bassetlaw Primary Behaviour Partnership
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed



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about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ *[Name]* **(Head Teacher)**

Date _____

Signed _____ *[Name]* **(Senco)**

Date _____

Signed _____ *[Name]* **(SEN Governor)**

Date _____