

RCPS 26

Issue 06

Date: October 2018

Review: October 2019

Ravenswood Community Primary School Special Educational Needs and Disability (SEND) policy

Rationale:

‘A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them...if they have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities’ (SEND Code Of Practice 2014)

We aim to work together with families to support children with special educational needs so that all our children can access a broad and balanced curriculum and have the support they need to make the best progress they can. We work within the guidance provided by the 2014 SEND Code of Practice to identify and provide for pupils with special and additional educational needs, using our best endeavours to achieve early identification of need, make reasonable adjustment, and provide a graduated response. Class teachers are responsible for providing all our children with high quality teaching; the SENCo will coordinate additional support and the help of outside agencies as necessary.

The SENCo is on the senior leadership team and is responsible for

- developing effective ways of overcoming barriers to learning
- advising and supporting other practitioners in school
- maintaining the SEND support list and overseeing the records of all pupils with SEND
- liaising with parents or carers of pupils with SEND
- the analysis and assessment of children’s needs
- contributing to the in-service training of staff
- liaising with external support agencies
- monitoring pupils’ Personal Targets and the effectiveness of interventions
- monitoring teachers’ planning for SEND
- arranging, minuting and reporting on annual review meetings
- tracking the progress and attainment of pupils with SEND: ‘assess, plan, do, review’.

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ADMISSIONS ARRANGEMENTS

Ravenswood is a mainstream school accepting pupils from 3+ to 11 years of age. We are an inclusive school and will seek to ensure that all pupils, whatever their needs, achieve to the best of their ability (academically, emotionally and socially); and work collaboratively with specialist settings such as special schools and pupil referral units to provide high quality dual placements for pupils that will benefit from them (where relevant).

SPECIAL FACILITIES

The school is built on two storeys and is purpose-built to provide full access for children with disabilities. It is equipped with a lift and four disabled toilets. We have staff trained in EVAC chair procedures in case of emergency.

We have a library and shared areas which can be used for meetings with parents and outside agencies as well as for individual and group work with children. There is a medical room for use by visiting specialists and for staff to administer approved medication to pupils.

ALLOCATION OF RESOURCES TO PUPILS WITH SEN

The SENCo is deployed to co-ordinate the provision of SEND throughout school, and supports SEND pupils in class, in small groups withdrawn from class, and individually as appropriate. The SENCo also carries out observations and assessments of individual pupils. The school deploys teaching assistants (TAs) to work with SEND pupils under the direction and guidance of the class teacher and the SENCo. Each year group has support from teaching assistants who support SEND pupils in class daily.

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES

The basis for deciding that a child has special needs is when a child is unable to fully access the mainstream curriculum through difficulties in any or all of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical

Initial identification of a child's special needs is made by the class teacher through assessments, observations and/or discussion with the parent. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND. We will regularly and carefully review the quality of teaching for all pupils, including those with SEND, and the impact of any support being given.

If the class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher will seek the help of the SENCo. A Personal Target sheet will be drawn up. This will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the targets are to be reviewed
- The outcome of the action taken

Personal Targets will be discussed and reviewed termly when both the parent and the child will be consulted as part of the process. After discussion with parents/carers, the SENCo may consult outside specialists for further advice where appropriate, particularly if the child:

- continues to make little or no progress in specific areas over a long period
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties

This may include support from social care, CAMHs, community paediatricians, school nursing, occupational health, physiotherapy or speech and language therapy, County Inclusive Support Services, community psychology, or our school counsellor.

Education, Health and Care plans

If a child's needs are complex and cannot be provided from within the resources normally available, we will request that the local authority conduct an education, health and care needs assessment, which may result in an EHC plan for the child which will be reviewed annually by the pupil and their families as well as all services involved. For

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reviews in year 6, we will also invite colleagues from the relevant high school to ensure successful transition.

CRITERIA FOR SUCCESS

The following criteria will be used to evaluate the success of this policy:

- school assessment systems support the early identification and intervention of special needs
- Personal Targets are focused and detailed
- pupils' progress is regularly monitored and reviewed
- accurate records are maintained for pupils on the SEND support list
- pupils with SEND are helped to access the wider curriculum
- there is a genuinely whole school approach to SEND
- improved educational progress and outcomes for children with SEND

COMPLAINTS PROCEDURE

Concerns or complaints about any aspect of SEND should be addressed initially to the class teacher who maintains responsibility for the child's progress, or to the SENCo. If the concern cannot be resolved at this level, it will be addressed by the Head teacher, the SEND governor, or referred onwards to the Local Authority.

SCHOOL'S PROVISION FOR SEND IN-SERVICE TRAINING

All teachers and classroom assistants participate in training courses where appropriate. School based initiatives are identified in the School Development Plan.

The SENCo has successfully undertaken the National SENCo Award and liaises with SENCo's at other schools in order to share good practise. The SENCo disseminates relevant information and training to all staff as appropriate. Further school based training is also provided through the LA Advisory Team, school nursing, and the Educational Psychology Service.

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LINKS WITH HEALTH AND SOCIAL SERVICES, EDUCATIONAL WELFARE SERVICES AND ANY VOLUNTARY ORGANISATIONS

The school is supported by the following agencies, specialists and services:

Educational Psychology Service

Learning improvement Services Team

Speech and Language Therapy Service

Occupational Therapy Service

Local Health Partnerships NHS Trust

CAHMs

Child Health Department

Educational Welfare Officer

Social Services Department

PARTNERSHIP WITH PARENTS

There is a strong emphasis on parental involvement at all stages of the school's SEND procedure. Parents are kept fully informed and are encouraged to play a supportive and active role wherever possible. If parents would like more information or support, SENDIASS Services (01473 265210) can provide advice.

EDUCATIONAL LINKS

The school operates as part of a pyramid group that serves as a catchment area for Ipswich Academy. Pupils' SEND files are forwarded to the High School prior to transfer as well as a face to face discussion about individual children.