



Additional/Special Educational Needs Policy

The staff responsible for the Additional/Special Educational Needs policy are:-

SENDCo Mrs Katharine Walsh (NASENDCo award)

SENDCo is a member of the Senior Management Team (SMT)

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Head Teacher Mrs Sarah Bradford

The Governors responsible for the Additional/Special Educational Needs policy is:-

Mrs Sharon Moore

Agreed by staff : October 2020

Agreed by Governors : October 2020

Review Date : October 2021

The Objectives of the School's SEN policy.

We aim to be sensitive to the needs of children with statutory or non-statutory special needs. These will encompass any problem or difficulty that a child may experience at any time during his/her school life. Students at Roydon are treated with respect and dignity. Every teacher is a teacher of every child or young person including those with SEN.

The problems and difficulties may include: general or specific learning difficulties, sensory or physical disabilities, behavioural or emotional problems, children needing pastoral care or welfare assistance.

Governors and staff have shared Aims and Values that are:

To meet the needs of each individual pupil in such a way that they have the opportunity to:

- provide the best possible quality of education for all our pupils, within the level of available resources. i.e. effective support for a manageable number of children
- achieve their maximum learning potential
- receive effective and well planned transition
- maintain a high level of communication and partnership with parents and other professionals

Early identification and intervention is seen as an essential element in preempting the development of problems.

Definition of SEND

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 him or her.

A child of compulsory school age or a young person 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, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The SENDCo is jointly responsible for:

The education and welfare of specific groups of children with SEN; this will involve liaison with the class teacher and teaching assistants in order to plan and monitor progress in relation to interventions.

An overview of Individual Education Plans (IEPs) which are written by the class teacher.

Referral forms in liaison with the class teacher.

Liaison with classroom assistants employed to meet the needs of specific pupils with an EHCP.

Planning, review, evaluation, communication and development of a whole school policy.

Review and update of the running register

Buying resources for SEND

Planning or attending transition and review meetings

Communication with outside agencies and parents is shared between the SENDCo, the Headteacher and class teachers.

The governor, with particular interest in SEN, keeps informed of the practices and procedures regarding SEN policy and attends governor support meetings about SEN.

The Headteacher has overall responsibility and is consulted and informed of all major developments.

Legislation

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015).

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0-25 January 2015
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Safeguarding Policy
- Accessibility Standards (2012)
- The Equality Act (2010)
- The Education Act (2011)
- The UNESCO Salamanca Statement on Special Educational Needs (1994)
- Inclusive schooling - Children with special educational needs (DfES, 2001a)
- Help Children Achieve More (Every Child Matters)
- Removing Barriers to Achievement - The Government's Strategy for SEN (DfES, 2004)
- White paper Higher Standards, Better schools for all (2005)
- Education and Inspections Act (2006)
- Special Educational Needs Code of Practice.
- DCFS
- SEND Norfolk Local Offer
- Children's Service: Special Educational Needs Criteria for Education Health and Care Plan
- New Ofsted Framework.
- This policy has been created by the SENDCo in liaison with SEN governor, the head teacher, SLT and all staff.

The principles upon which we base our special needs policy are guided by those set out in the Norfolk L.A. Policy Framework 1994. We include due regard to:

- The importance of the individual
- Entitlement
- Planned progression and continuity
- Partnership and acceptability
- A commitment to continuing development
- Inclusion
- Help Children Achieve More

The arrangements for coordinating the educational provision for pupils with SEND

We follow the guidelines set out in the SEND Code of Practice 0-25 (January 2015).

Some children may join in Reception with a range of needs already identified and the professional process already started. For the majority of children the class teacher will identify the first indication of need. It will always be the case that the responsibility for meeting their needs will be the class teacher's. The SENCo's role will be one of giving advice on differentiation and support. Even when outside agencies are involved the main responsibility for helping children overcome their difficulties will remain with the class teacher.

SEN Skills

All SENCOs new to role since 2009 must successfully complete the **National Award for SEN Coordination** within three years of coming into post. The SENDCo regularly attends INSET training courses that are appropriate to the schools needs and her own professional development.

Admission Arrangements

We have an 'inclusive approach'. Any child who has been identified as having SEN, prior to admission would be registered as such. A file would be opened in order to monitor his/her progress and to manage the review, report and action

procedure. If the needs of the child are extensive, it would be necessary to arrange, with the appropriate external agencies, the resources necessary for classroom support or specialist teaching. This would be done before that pupil could be admitted.

Children will be admitted in line with our general admissions policy, as long as it is in the best interests of the pupil and other pupils, it is in accordance with parents' wishes and would be an efficient use of resources.

Information about the school's policies for identification, assessment and provision for all pupils with SEND

The use of the budget allocation is determined by the Headteacher and governors. Resources are monitored and their use evaluated in discussions between staff and pupils. Findings are communicated to governors by staff and Headteacher.

Identification, assessment arrangements and review procedures.

The class teachers are responsible for identifying children with SEN. In the first instance the class teacher will, in consultation with the SENDCo and head teacher, record progress, difficulties, concerns and strategies used. Interventions will be put in place if necessary and the teacher will monitor progress.

School monitoring

All pupils are assessed regularly and those making slower than expected progress are monitored. These pupils are highlighted with the teacher to ensure Quality First Teaching takes place, work is suitably differentiated and the pupil is supported in class to make sure they are working to the best of their ability.

Parents are consulted about their child's needs during informal meetings or parents evenings.

Graduated approach

Assess

In identifying a child as needing SEN support, the class teacher will carry out an analysis of the child's needs. This will draw on teacher assessment, previous attainment and progress, individual development compared to the child's peers and national data, as well as views and experiences of parents and the child's own views.

Plan

Where it is decided to provide a child with SEN support, the class teacher and SENDCo, in consultation with parents, will agree what adjustments, support and intervention will be put in place. This will include expected impact on progress and development with a clear date for review. All teaching staff and teaching assistants working with the child will be made aware of their needs, the outcome sought, the support provided and any teaching strategies required. The support and intervention provided will be planned to meet the needs of the child and be provided by staff with sufficient skills and knowledge.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the intervention involves a group or one to one support away from the classroom, the class teacher will retain responsibility for the pupil. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of the intervention and how to incorporate this into the classroom. The SENDCo will support the class teaching in further assessment and advising on the effective implementation of support.

Review

The effectiveness of support and intervention and the impact on pupil's progress will be reviewed termly.

The impact and quality of support and intervention will be evaluated along with the views of parents and pupils. The class teacher, with the SENDCo, will revise support in view of the child's progress and decide on any change to the support and outcomes in consultation with parents and the pupil.

Formal Assessment

School or parents can request a formal assessment. Advice is sought from all appropriate parties. The SENDCo will continue to be involved as above.

Education, Health and Care Plan (EHCP)

An EHCP is written by the Local Authority which gives a precise description of the child's needs and recommends appropriate action. The school writes IEPs based on advice laid out in the EHCP. This is a legal document and is reviewed once a year.

Access arrangements for pupils with SEND to a balanced and broadly based curriculum, including the National Curriculum

All pupils have equal access to the curriculum and are included within the school as a whole. We consider differentiation within the classroom to be the most appropriate action for children with Additional or Special Educational Needs in mainstream education.

Pupils may be withdrawn to a quiet place for specific teaching. This will be for short periods only.

Integration needs are monitored between the class teacher and the SENDCo.

Outside agency support.

Educational Psychologist - Willow Tree Learning
East Coast Community Healthcare (ECCH)
Children's speech and language therapy (SALT) service
School Counsellor
Family support Advisor
Access through Technology
ASD Support Team
Virtual Schools
Dyslexia Outreach
Outreach Chapel Green School, Old Buckingham
E.A.L. Support
The County Sensory Support Service
Norwich Community Health Partnership
The Visiting Teacher Service
Occupational Therapy
These services are called upon as requested.

Arrangements for Partnerships with Parents

Parents receive an SEND leaflet when their child is put on the SEN register which provides information on SEN support in school and where to access help. A termly SEN newsletter is sent out to keep parents updated on what is happening in school. A parent information meeting takes place in the spring term with the SENDCo and Educational Psychologist on an area of need highlighted by parents. Parents are involved throughout the school as volunteer helpers.

Norfolk Parent Partnership: Partnership News distributed to all the parents of children on SEN register.

Parents are kept informed of their child's needs either informally or at parents' evenings. They are encouraged to become actively involved in their child's learning and to support the work going on at school wherever appropriate. Documents are open for parents to read, on request. IEPs are discussed with parents, reviewed termly and parents are encouraged to sign and return a copy of the IEP.

Links with other Mainstream Schools

When children change or leave school, we send on all records or information which may aid a smooth transition and inform the new school.

Yearly meetings with SEN staff from relevant high schools are held in the summer term, in order to ensure continuity of provision.

The High School SENDCo is invited to EHCP Reviews prior to transition.

Arrangements for considering complaints about special needs provision within the school.

Arrangements for complaints about SEN provision are in accordance with procedures set out in the school's Complaints Policy. SEN complaints procedures can be found on our school website: www.roydon.norfolk.sch.uk

Most problems can be solved between the class teacher and the parents. Parents have been informed that they can discuss their child's needs at an agreed time with the class teacher, the SENDCo, the Headteacher, named governor, and finally the Local Authority. Parents who disagree with the Local Authority may have recourse to an SEN tribunal.

We, in school, would expect to be able to respond to a complaint within two working days.