



# Additional/Special Educational Needs Policy

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

SENDCo: Katharine Walsh (NASENDCo award, member of the SLT)

Head Teacher: Sarah Bradford

SEND Governor: Dana Endersby

School contact number: 01379 642628

Agreed by Governors: 3<sup>rd</sup> November 2023

Review Date: November 2026

## The Objectives of the School's SEN policy.

We aim to be sensitive to the needs of children with Special Educational Needs, (SEN). These encompass any learning difficulty or disability that a child may experience at any time during their school life. Students at Roydon Primary School are treated with respect and dignity. Every child is encouraged and valued regardless of their ability and given equal opportunities to make the best possible progress and prepare them for the future. Every teacher is a teacher of every child, including those with SEN.

Learning difficulties or disabilities may include: general or specific learning difficulties, sensory and/or physical disabilities, behavioural or emotional difficulties, 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:

- receive the best possible quality of education
- 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 are essential elements in reducing the learning, social or behaviour difficulties a child may experience. It ensures that appropriate support is provided to meet every child's individual learning needs.

## Definition of SEND

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The Special Education Needs and Disability Code of Practice, January 2015 (updated April 2020) states that 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) and Group Education Plans (GEPs) that 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
- ensuring appropriate resources are available for children with SEN.
- planning or attending transition and review meetings
- communication with outside agencies and parents is shared between the SENCo, 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, updated April 2020)
- The Equality Act (2010)
- Supporting Pupils with Medical Conditions at School (April 2014, updated August 2017)
- Part 3 of The Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- The Education Act (2011)
- Ofsted Education Inspection Framework, (2019, updated July 2022).

This policy has been created by the SENDCo in liaison with SEN governor, the headteacher, SLT and all staff.

## 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 SENDCo'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 SENCo regularly attends 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 will be registered as such. A file will be opened in order to monitor his/her progress and to manage the assess, plan, do, review process. If the needs of the child are extensive, it will be necessary to arrange, with the appropriate external agencies, the resources necessary for classroom support or specialist teaching. This will 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 SEN

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 headteacher, 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 teaching 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 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

If school or parents request a formal assessment, advice is sought from all appropriate parties. The SENDCO continues to be involved as above.

## Education, Health and Care Plan (EHCP)

An EHCP is written by the L.A. that 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.

## Arrangements for pupils with SEN 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

These services are called upon as requested:

- Educational Psychologist
- Family Support worker
- Child counsellor
- ASD support Team
- Occupational Therapist
- Speech and language therapist
- Virtual school sensory support
- Inclusion team
- Specialist teacher for children with vision impairment
- School nursing team

### Arrangements for Partnerships with Parents/carers

Discussion with parents/carers take place when their child is put on the SEN register. Parents/carers will then receive a SEND leaflet which provides information on SEN support in school and where to access help. A termly SEN newsletter is sent out to keep parents/carers updated on what is happening in the school.

Termly discussion take place between home and school to discuss progress and targets and parents/carers receive copies of IEPs, GEPs and pupil's learning portfolios. These are written in consultation with parents/carers and the child.

Termly SEN surgeries take place so that parents/carers can discuss progress, support and any concerns or questions they have regarding their child.

Parents/carers are involved throughout the school as volunteer helpers and 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.

### Links with other Mainstream Schools

When children change or leave school, we send on all records or information that 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 on our website.

Most problems can be resolved 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.