



## ROSSETT ACRE PRIMARY SCHOOL



### SEND POLICY

<b>Name of School:</b>	Rossett Acre Primary School
<b>Member of staff responsible:</b>	Kate Woodcock
<b>Date of Policy:</b>	November 2024
<b>Date of next review:</b>	November 2025

**Vision:** Excellence and happiness for **all**.

**Ethos:** To respect **every** individual.

The staff at Rossett Acre are committed to the inclusion of all pupils: every teacher is a teacher of every child including those with Special Needs (SEN)

We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to be curious, to enjoy their learning, and achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable challenges for every pupil

#### Definition of Special Educational Needs:

'A child is defined as having a Special Educational Need in the following cases:

- If they have a significantly greater difficulty in learning than the majority of children of the same age.
- If they have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the same local authority area.'

#### There are four categories of Special Educational Need:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

## **1. Aims and Objectives of the Policy**

We aim to provide every child with access to a broad and balanced curriculum.

Our aims are:

- To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and well-being.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure that all pupils with SEN are actively involved in their own learning.
- To ensure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate.

### **Objectives**

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, health and care services and early years settings.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of all pupils by their teachers will help to ensure that all pupils 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 Special Needs Co-ordinator (SENDCo) 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 annually on the provision 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 outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. School will provide regular one to one meetings between pupils and their teacher/SENDCo. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider participation in school life e.g. membership of PVA (Pupil Voice Ambassadors).

## **2. Responsibility for the coordination of SEN provision**

Miss Kate Woodcock (Deputy Headteacher & Inclusion Manager/SENDCo) is responsible for overseeing the provision for children with SEN. The SENDCo is responsible for coordinating the day to day provision of education for pupils with SEN.

### **3. Arrangements for co-ordinating SEN provision**

The SENDCo will:

- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review short-term objectives on Dedicated Support Plans/Class Provision Maps, Personal Emotional Wellbeing Plans, Nurture Support Plans and Early Help Plans
- Oversee the records of all pupils with SEN.
- Co-ordinate the monitoring of pupil achievement and proactively use this information to inform planning.
- Provide professional guidance and continuing professional development for all staff to secure high quality teaching and effective use of resources for pupils with SEN.
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement.
- Liaise regularly with parents and carers of pupils with SEN.
- Liaise with SEN governor.
- Take responsibility for the management of the teaching assistants who carry out interventions.

### **4. Admission Arrangements**

Rossett Acre, in line with the Equality Act 2010, will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (See our website for our Admission Policy [Admissions - Rossett Acre Primary School](#) and Equalities Policy [Equality Scheme \(rossettacre.n-yorks.sch.uk\)](#))

### **5. Specialist Provision**

We ensure that a member of staff will gain the necessary training and support to carry out specialised programmes for children with specific needs such as, Speech, Language and Communication Difficulties, autism and dyslexia. Other training will also be provided when necessary.

### **6. Facilities for pupils with SEN**

Rossett Acre School has the physical environment which is suitable for children with physical disabilities.

### **7. Support for Pupils with Medical Needs**

Our school is committed to managing illness effectively through up-to-date Care Plans. Attendance of pupils with Care Plans is closely monitored and staff work with parents/carers to promote attendance and well-being.

Teaching, the curriculum, the environment and/or the use of materials and equipment sometimes requires modification for pupils with medical needs.

Staff are made aware of needs and risks as part of the medical/health system in school.

Pupils with chronic and medical needs have their progress tracked by the SENDCo.

## **8. Allocation of resources for pupils with SEN**

Support will be allocated through use of available funding (Pupil Premium and whole school SEN budget) to meet the needs of pupils.

## **9. Identification and review of pupils needs**

A Graduated Approach:

The purpose of this graduated approach is to identify and respond to needs quickly and effectively to tailor the level of support to the needs of the child.

### **Stage 1 Additional Support**

- School identifies early on any child who is not making expected progress.
- Any such child is then referred to the SENDCo for further observation, assessment, support and advice.
- The child's teacher will take steps to provide differentiated learning opportunities that will aid progression. The differentiation may involve modifying learning objectives, teaching styles, recording methods or access strategies.
- Parents will be informed of the circumstances of the concern for a child. They are encouraged to share information with school.
- Pupil impact meetings are used to monitor and assess the progress being made. Children at Stage 1 are not recognised as receiving SEN School support - they are simply receiving additional support in class and their progress is being monitored.

### **Stage 2 SEN School Support**

If after a period of differentiated support has not resulted in the child making adequate progress, additional support/intervention may need to be provided. Children who are receiving additional support that is otherwise different from the educational provision made generally for children of their age are placed on the school's SEN register. Parents are informed of this decision and of the additional provision being made.

Additional school provision would be provided where there is evidence that;

- There has been little or no progress made with existing interventions.
- Additional support is required to develop literacy or numeracy skills.
- Additional support is required for emotional, behavioural or social development.

- Additional support is required for sensory or physical needs.
- Additional support is required for communication or interaction needs.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo. At this stage Small Step Targets may be introduced and discussed with the child and parent/carer. Targets are based on achievement that constitutes good progress and with the aim of narrowing gaps in attainment.

Children at this level of need are included on whole school Dedicated Support Map which outlines all additional intervention across the school. Progress is observed and assessed and is reported back to children through Pupil Impact Meetings and to parent/carer in meetings with the class teacher/ and, if needed, the SENDCo.

### Stage 3 Additional SEN Support

As part of the school monitoring and review of pupil progress, the SENDCo and school colleagues, in consultation with parents/ carers, may conclude that despite receiving additional intervention/ support for a considerable period the child continues to have significant needs which are not being met by current interventions.

When this is the case a decision will be made to refer to external agencies such as: Educational Psychologist, Occupational Therapist, Physiotherapist, Speech and Language Therapist, along with any outside agency deemed necessary.

External professionals will make assessments of the child and provide support in the form of: extended provision, continued assessment, strategies to implement, interventions to put in place and short-term targets for the child.

At this stage a meeting may be held with relevant agencies, to bring together the needs of the child and family. This approach will be based upon an Early Help Assessment. A Lead Professional will work with the child and family to ensure they receive all the support they require.

For a child who is not making adequate progress, despite a period of support at Additional SEN Support Stage 3, and in agreement with the parents/carers the school may request the Local Authority to make a Statutory Assessment in order to determine whether it is necessary to initiate an Education, Health and Care plan (EHCP)

### Stage 4 Additional Support (Education, Health and Care plan)

A child who has an Education, Health and Care plan will continue to have additional arrangements for intervention and support as for Stage 3 and additional support that is made available through the EHCP.

There will be an Annual Review, chaired by the SENDCo to review the appropriateness of the provision and to recommend to the Local Authority whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

## **10. 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 parents and the needs of the individual.

The curriculum for pupils with SEN can be flexible and is differentiated according to need.

Teachers and Teaching Assistants work together to maximise effective access to the curriculum.

The curriculum is regularly reviewed by the Senior Leadership Team, which includes the SENDCo, to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provision are being used effectively within the classroom setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by setting appropriate targets that motivate pupils to do their best and celebrating achievements at all levels.

## **11. Inclusion of Pupils with SEN**

The Head teacher and SENDCo oversees the SEN and Inclusion policies and is responsible for ensuring that they are implemented effectively throughout the school.

We aim to optimise opportunities for participation across all areas of school activity.

We promote an inclusive ethos throughout our school and encourage social responsibility and understanding amongst all our pupils.

In line with the Equality Act 2010, we aim to:

- Not treat current and prospective disabled pupils less favourably.
- Make reasonable adjustments as appropriate.

## **12. Evaluating the success of provision for Pupils with SEN**

The Governing Body, in partnership with the SENDCo and other colleagues, will monitor and report on the success of SEN provision for pupils with SEN as follows:

- Monitor and evaluate the success of short and medium-term targets.
- Evaluate the impact of tailored provision and differentiated curriculum.
- Analyse progress data for pupils with SEN.
- Analyse attendance data for pupils with SEN.
- Monitor progress against SEN priorities in the School Improvement Plan.
- Hold termly Pupil Impact Meetings.
- Hold meetings for parent/carers and class teacher/SENDCo for those children on SEN register.

### **13. Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher or SENDCo, who will be able to advise on formal procedures for complaint.

### **14. In-service training**

We regularly review our SEN strengths and areas for development. Priorities are identified and built into the School Improvement Plan.

The school has a commitment to staff development in the area of SEN to ensure that both teachers and support staff effectively meet the needs of pupils.

### **15. Links to support services**

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision. Links and partnerships are developed with the Local Authority and other outside agencies to provide support and advice to enable the school to meet a pupil's need effectively. Such links include: Educational Psychologist, Visually Impaired Team, Deaf and Hearing Impaired Team and Children's Speech and Language Therapy Service and others as need requires.

### **16. Working in Partnership with Parents**

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners.

We will endeavour to foster effective partnerships valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice, such as The Special Educational Needs and Disability Information Advice Support Service: SENDIASS

### **17. Links with other schools**

We benefit from being part of the Red Kite Trust SENDCo network. This enables our school to share advice, training and development activities and expertise.

We endeavour to provide a smooth transition for any pupil with SEN joining or leaving the school. As part of the transition to High Schools, children with SEN are included in the report given to the head of year which is designed to make the transition to secondary school as smooth as possible.

### **18. Links with other agencies and voluntary organisations**

School seeks support and advice from external agencies in the identification and assessment of, and provision for SEN. 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.

## **19. Compliance**

This policy has been written as guidance for staff, parents or carers and children. The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2011
- Inclusion Policy
- Designated Teacher and Looked After Children Policy

## **Summary**

Our school aim is to remove barriers to learning for all children. Implementation of this policy will support the effective inclusion of children with SEN through raising achievement and enabling participation in the full life of the school.